



USAID
FROM THE AMERICAN PEOPLE

Life Skills and Leadership Manual

Information Collection and Exchange

The Peace Corps Information Collection and Exchange (ICE), a unit of the Office of Overseas Programming and Training Support (OPATS), makes available the strategies and technologies developed by Peace Corps Volunteers, their co-workers, and their counterparts to development organizations and workers who might find them useful. ICE works with Peace Corps technical and training specialists to identify and develop information of all kinds to support Volunteers and overseas staff. ICE also collects and disseminates training guides, curricula, lesson plans, project reports, manuals, and other Peace Corps-generated materials developed in the field. Some materials are reprinted "as is"; others provide a source of field-based information for the production of manuals or for research in particular program areas. Materials that you submit to ICE become part of the Peace Corps' larger contribution to development.

This publication was produced by Peace Corps OPATS. It is distributed through the ICE unit. For further information about ICE materials, or for additional copies of this manual, please contact ICE and refer to the ICE Publication Number.

Peace Corps
Office of Overseas Programming and Training Support
Information Collection and Exchange
1111 20th Street, NW, Sixth Floor
Washington, DC 20526

ICE@peacecorps.gov
Tel: 202.692.2640
Fax: 202.692.2641

Abridged Dewey Decimal Classification (DDC) Number: 303.44

Share your experience!

Add your experience to the ICE Resource Center. Send your materials to us so we can share them with other development workers. Your technical insights serve as the basis for the generation of ICE materials, reprints, and training materials. They also ensure that ICE is providing the most up-to-date innovative problem-solving techniques and information available to you and your fellow development workers.

Acknowledgements

The *Life Skills and Leadership Manual* was supported in part by USAID (through contributions from USAID/Africa Bureau/Sustainable Development) funds provided under the Global Education Framework Agreement.

The Life Skills and Leadership Training Package and this accompanying manual are designed to address the Peace Corps Youth in Development core skills development for youth. The concepts and learning objectives were outlined by Ambet Yangco, youth sector manager for PC/Philippines; Peace Corps/Washington Youth in Development Specialists Katie Green and Jim Russell; and Tanya Gipson-Nahman, chief of the Program Support Unit in the Office of Overseas Programming and Training Support. It was written through a contract with The Firefly Group of Guilford, Vermont, coordinated by Russell. Field reviews and input came from the following posts: PC/Ecuador, PC/Morocco, PC/Paraguay, PC/Peru, PC/Philippines, PC/Tunisia.

The Peace Corps expresses its gratitude to all who contributed to this important skills development resource for Volunteers and their counterparts and the youth they serve.

Life Skills and Leadership Manual Contents

Introduction

Unit 1: Personal Development

Session 1: Me and My Assets	1
Session 2: Stages of Adolescence	13
Session 3: Building Self-Confidence	26
Session 4: Choosing Positive Values	41
Session 5: Understanding Mental Models.....	54
Session 6: Stress and Emotions	66
Session 7: Surviving Tough Times	80

Unit 2: Interpersonal Development

Session 1: Active Listening	1
Session 2: Positive Communication	16
Session 3: Making Decisions	36
Session 4: Creative Ideas	61
Session 5: Negative to Positive	74
Session 6: Solving Problems	89
Session 7: Looking at Conflict	103
Session 8: Collaboration	114

Unit 3: Goal Setting and Action Planning

Session 1: Goal Setting, the Basics	1
Session 2: SMART Goals	15
Session 3: Steps for Action	30
Session 4: Setting Priorities, Managing Time	49

Unit 4: Teamwork and Leadership

Session 1: What is a Leader?	1
Session 2: Team Leadership	17
Session 3: My Leadership Role (Optional)	33
Session 4: The Project Cycle	46
Session 5: Our Project	62
Session 6: Celebration and Reflection	80

Life Skills and Leadership for Youth in Development

Introduction

Life Skills and Leadership for Three YD Sector Competencies.

The *Life Skills and Leadership Manual* is designed to be used by Peace Corps Volunteers and their counterparts who work with youth worldwide to develop the knowledge, skills, and attitudes integral to three Youth in Development sector competencies:

1. Support healthy lifestyles and prepare youth for family life;
2. Prepare youth for the world of work; and
3. Engage youth as active citizens.

While a particular project may focus on only one or two of these sector competencies, the life skills and leadership topics relate to all aspects of life, including: succeeding in the workplace, fostering healthy living, and engaging with communities. With this manual, Volunteers leading a wide range of positive youth development activities in any sector can learn to integrate life and leadership skills training into their relationships with youth in their communities. Once Volunteers and staff members are familiar with the concepts introduced in the manual, they will be able to see consistency with other important principles and practices of the Peace Corps' approach to programming and training in the Youth in Development sector. These include life skills indicators and tracking tools for monitoring, reporting, and evaluating outcomes of youth training activities.

A Second Life Skills Manual?

The Peace Corps previously published a manual of Volunteer-led activities titled *The Life Skills Manual* [ICE No. M0063], which has been translated into several languages and implemented widely since 2001. That manual was developed specifically to provide preventative HIV/AIDS training to youth. It contains the following units: Peer Education, Facing Facts About HIV/AIDS and STDs, Communication Skills, Decision-Making Skills, and Relationship Skills. The scenarios and exercises focus on preventing HIV and STDs exposure and adolescent reproductive health issues.

Feedback from field staff and Volunteers indicated a need for an additional manual that expanded on the emphasis on HIV/AIDS awareness and prevention and adolescent reproductive health issues. This manual is the answer to that request as it attempts to identify important life skills and apply them generally across all sectors in which a Volunteer might be working with youth.

There now are two life skills manuals, with an expanded title for the original manual:

- *Life Skills for Sexual and Reproductive Health* [ICE No. M0063] – the original *Life Skills Manual*
- *Life Skills and Leadership Manual* [ICE No. M0098] – this current publication



Using the Manual

The following sections should help you determine if the youth with whom you work can benefit from the training sessions in this manual. All training sessions need to be reviewed for appropriateness and modified as necessary. There are abundant and detailed notes within the sessions to help you do that.

Target Audience and Prerequisites

The audience for the course includes youth and young adults (primarily from the ages of 12 to 18) who have little to no formal training in specific life skills. While all youth learn some life skills in the course of growing up in their cultural context, this course is meant to be a resource for Volunteers seeking to be intentional and explicit about life skills development in their work as mentors to youth in their communities.

Other assumptions about the target audience include the following:

- The youth are able to read and write in local language at least at the sixth-grade level. All the sessions are written in English. Facilitators will need to translate key information and directions, or have co-facilitators who can do so.
- The youth are members of a community with whom the Volunteer has already begun to develop trusting relationships, and expects to sustain those relationships for the duration of the training course, or for the duration of the Volunteer's tour of service.

Length of Training

There are approximately 45 hours of instruction in this manual. The sessions are divided into the following units:

Unit 1: Personal Development (13 hours, 45 minutes)

Unit 2: Interpersonal Development (13 hours, 30 minutes)

Unit 3: Goal Setting and Action Planning (8 hours)

Unit 4: Teamwork and Leadership (10 hours)

Depending on the audience, facilitators may choose to moderate the pace by allowing extra time for some sessions. Many sessions include facilitator notes to indicate when it might be appropriate to break a session, completing it in a subsequent session, in order to allow more time for participants to practice or apply key concepts and skills.

While learning objectives state specific standards, *mastery* of concepts and skills is not expected. Based on observations and feedback from the participants, the facilitators might choose to re-visit some session activities and practice some of the concepts at a later time, in order to reinforce continued learning and skills development.

The sessions are designed to be conducted in the sequence provided in the manual. Key concepts and skills are introduced in one session and subsequent sessions build incrementally on those activities,



reinforcing and applying themes. Some sessions require the use of previously used flip charts, handouts, or participant-produced resources. These needs have been identified in the prerequisites and preparation sections of each session plan.

There may be opportunities for facilitators to select specific sessions to address particular life skills needs of participants. If these sessions are taken out of sequence, the facilitator should take care to determine if any previous sessions' concepts and skills are necessary.

Assessment methods are included in each session. No formal testing or other evaluation method is used in this training.

Training Environment

The course is highly interactive facilitator-led training. The sessions are designed for up to 25 participants, but the course can be used with fewer or more participants, with appropriate adjustments in material and space requirements.

The sessions are designed to be used in a variety of formal and informal settings, such as after-school programs, youth club or community center programs, outdoor adventure programs, outdoor "classrooms," etc.

To make the training accessible worldwide, the assumption was made that typical classrooms have little to no access to technology, but should have access to basic instructional supplies (paper, pens, pencils, markers, or colored pencils, tape, scissors, glue, flip chart paper and/or black or white boards, etc.). Suggestions are made within the sessions for low-cost or no-cost alternative materials, or for reducing the amounts of paper used for instructional resources.

For room setup, it is preferable for participants to have worktables to conduct their small-group discussions and other activities, although the sessions can be adapted to allow for situations where this is not possible. In general, there should be ample space to configure small groups and teams around the room as needed. Facilitator notes and suggestions are included when such adaptations might be necessary.

Instructional Techniques/Methodologies

This course uses a range of methodologies that align with the principles of the experiential learning approach. With an emphasis on interactivity among participants, the course incorporates the following techniques and methodologies:

- Individual exercises and reflections
- Stories and scenarios
- Small and large group discussions



- Activities and games
- Role-playing exercises
- Team projects and presentations

Trainer Prerequisites: This course assumes that trainers are comfortable with highly interactive techniques (hence, referred to as facilitators rather than trainers) and that they have some expertise in classroom management, creating effective learning environments, and facilitation skills. The following Peace Corps publications offer effective tools and advice for developing such skills:

- *Peace Corps Nonformal Education Manual* [ICE M0042]
- *Peace Corps Classroom Management Idea Book* [ICE M0088]

While Volunteers may not have specific experience teaching youth life skills, the concepts are fairly basic and common among youth development practitioners and across cultural contexts. It is impossible to foresee every contingency in the classroom, but the manual is designed to provide all the necessary materials to carry out the sessions.

Additionally, as an integral part of the agency's Focus In/Train Up strategy, there is a related training package consisting of four two-hour sessions. Participants who complete the Life Skills and Leadership Manual Training Package in PST or IST will become familiar with the content and processes used in the *Life Skills and Leadership Manual*; practice facilitating some of the session activities; and, develop a plan for adaptation and implementation of the course in their respective sites.

Structure of the Sessions

Each session has the following:

- Cover sheet with title, rationale, trainer expertise, time, and any prerequisites
- List of trainer preparation, materials, equipment, handouts, and any trainer references
- Learning objectives of the session
- Instructional sequence written in detail within these divisions: motivation, information, practice, application, and assessment
- Any related materials
- All handouts

Language Considerations

Although participants are not expected to have English fluency, all materials are provided in English. It is up to the instructor to provide translation or to include an interpreter, if needed. An effort has been made to reduce the amount of text in the handouts, and to provide language at levels appropriate for youth. Even so, trainers may need to translate anything with text prior to making copies of handouts.

Other Considerations

Adaptation. As is always the case in any Peace Corps experience, it is critical that trainers (Volunteers or others) take time to adapt sessions to reflect the local situation. It is highly recommended that



Volunteers work with their counterpart(s) or other local partner(s) to ensure that the topics and examples are culturally appropriate.

It is also important to adapt the materials to the developmental and cultural needs and priorities of the participants. If the facilitators have not already done so, it is recommended that they conduct some sort of participatory assessment method with the participants prior to implementing the course. This can be done by using Participatory Analysis for Community Action training tools, found in the *PACA Training Manual* [ICE No. M0053]. This will enable scenarios to be adapted to realities and the context of the young people with whom the facilitators are working. While each young person is unique, factors that may influence the relevance of the course may include gender, educational or school status, cultural norms, whether they are from an urban or rural environment, parental expectations, or living in especially challenging circumstances.

Adaptations may reflect appropriate names, content of scenarios, choice of language or jargon, cultural expectations, gender considerations, monetary units, and so on. In addition, trainers may choose to emphasize certain topics or examples and de-emphasize others. This need may arise as a way to accommodate varying literacy levels, participants from particular sectors, and gender sensitivities.

Overview of the Life Skills and Leadership Course

Unit 1: Personal Development		
Sessions	Learning Objectives	Time
1. Me and My Assets	<ol style="list-style-type: none"> After recalling a personal success and making a self-assessment, participants will list at least four personal strengths, or internal assets, and at least two assets they would like to develop more. Working with a partner, participants will identify and share with the group at least three personal strengths and assets from an abbreviated list of the 40 Developmental Assets. 	1 hour, 45 minutes
2. Stages of Adolescence	<ol style="list-style-type: none"> After studying a chart of the Stages of Adolescent Development and analyzing fictional situations, participants will describe at least one indicator of physical, cognitive, and psychosocial changes they are experiencing or will experience as they develop. Using locally available materials and found objects, each participant will create a poster that represents his or her uniqueness and appreciation of himself or herself. 	2 hours
3. Building Self-Confidence	<ol style="list-style-type: none"> After considering their own strengths, stage of development, and personal concerns anonymously, participants will identify at least two strategies for learning, building skills, or identifying resources to 	2 hours



	<p>address those concerns.</p> <p>2. After watching a brief skit, participants will describe characteristics of self-confidence, and at least two examples of language and behaviors that “build up” confidence or “put down” confidence.</p> <p>3. After making a graffiti wall and having a discussion, participants will create at least three “affirmations” for themselves that they can use to build their self-confidence and that can be added to their personal poster.</p>	
4. Choosing Positive Values	<p>1. After analysis of activities in their communities, participants will define at least two positive values and identify at least two important sources of positive values linked to their culture.</p> <p>2. Working individually and in small groups, participants will identify at least two cultural values important in their communities and describe how cultural values are acquired and how they affect their personal values.</p> <p>3. After a forced choice activity, participants will identify at least two guiding principles for how they want to live and who they want to be.</p>	2 hours
5. Understanding Mental Models	<p>1. After a continuum activity and discussion, participants will identify at least one element of their mental models, and compare it with the mental models of their peers.</p> <p>2. Working in small groups, participants will identify and describe at least two important influences on their personal values.</p>	2 hours
6. Stress and Emotions	<p>1. After role-playing typical situations that adolescents might encounter, participants will identify at least three different emotions they experience during adolescence or young adulthood and link them to basic needs that may be unmet.</p> <p>2. After group sharing and discussion, participants will identify at least one “Pet Peeve” and at least one strategy for finding positive alternatives to getting angry.</p> <p>3. After brainstorming and discussion, participants will identify at least three anger management strategies they can use in their daily lives.</p>	2 hours
7. Surviving Tough Times	<p>1. After examining the life of Nelson Mandela and conducting peer interviews, participants will identify at</p>	2 hours



	<p>least one lesson learned from difficulties they have encountered and identify at least two positive peers or adults with whom to talk when they have problems.</p> <p>2. After reviewing their personal posters, participants will identify the components of their vision for a healthy, thriving lifestyle and at least two strategies they need to implement in order to achieve it.</p>	
	Total hours for Unit 1	13 hours, 45 minutes

Unit 2: Interpersonal Development		
Sessions	Objectives	Time
1. Active Listening	<p>1. After generating ideas as a large group and working in pairs, participants will identify at least three verbal and three nonverbal communication behaviors that demonstrate effective listening and are culturally appropriate.</p> <p>2. Using a series of real life scenarios, participants will demonstrate at least two active listening skills.</p>	1 hour, 30 minutes
2. Positive Communication	<p>1. After practicing with a partner, participants will demonstrate at least two positive communication techniques that are culturally appropriate.</p> <p>2. Using a series of self-assessment questions, participants will consider a list of active listening skills and identify at least one personal strength and one area for personal improvement.</p>	2 hours
3. Making Decisions	<p>1. Using the steps of decision making and reflecting upon their own decisions, participants will demonstrate at least one method for identifying problems or priorities, possible causes, proposing possible solutions, analyzing pros and cons of each possible solution, and making decisions consistent with personal values.</p>	2 hours
4. Creative Ideas	<p>1. After a small group activity, participants will generate creative solutions for one community or personal priority.</p>	1 hour, 30 minutes
5. Negative to Positive	<p>1. Working in teams, participants will demonstrate at least one strategy to access resources and will investigate, research, or learn more about a personal or community priority.</p> <p>2. Working in group of four to five and using youth-</p>	2 hours



	<p>generated scenarios, participants will identify at least one strategy for turning a problem into an opportunity.</p> <p>3. By examining common youth-oriented situations, participants will demonstrate at least two methods of negotiation skills, including “how to say no” and resist peer pressure.</p>	
6. Solving Problems	1. By sorting and categorizing cards with statements about problem solving, participants will describe all the steps in problem solving.	1 hour, 30 minutes
7. Looking at Conflict	1. After sharing with a partner, participants will identify at least one strategy to turn problems into opportunities, and help participants get to workable solutions in a conflict.	1 hour, 30 minutes
8. Collaboration	<p>1. After responding to a series of short statements, participants will practice at least one constructive method to handle conflict in friendships without resorting to violence or combative behavior.</p> <p>2. After practicing positive responses and having a discussion, participants will model at least one adaptive and flexible response to problems, including at least one strategy to deal with setbacks and feedback.</p>	1 hour, 30 minutes
	Total hours in Unit 2	13 hours, 30 minutes

Unit 3: Goal Setting and Action Planning		
Sessions	Objectives	Time
1. Goal Setting, the Basics	<p>1. After a guided visualization, participants will define their personal vision or dream of their future, including what it looks like in three years and as an adult.</p> <p>2. After thinking about their own life choices, participants will reflect critically on past experiences and articulate at least one example of how those experiences affect future progress toward one’s dream.</p>	2 hours
2. SMART Goals	<p>1. Working in small groups, participants will describe goals that are Specific, Measurable, Achievable, Realistic, and Time-Bound.</p> <p>2. Working individually, participants will write a futuristic story which describes their vision of their lives in the future, and three concrete steps they took to accomplish their vision.</p> <p>3. Working individually, then with a partner, participants</p>	2 hours



	will write at least one short-term and one long-term goal, including something they want to accomplish or learn.	
3. Steps for Action	<ol style="list-style-type: none"> Working with a partner, participants will define at least one short- and one long-term goal related to their dream, and discuss advantages and disadvantages of setting goals for their lives. Working individually, participants will use a template to structure an action plan that (a) describes their goals, (b) assets they have to help them achieve the goals, (c) assets they need to achieve them, (d) how they will get those assets, (e) and how they will measure the achievement of each goal. 	2 hours
4. Setting Priorities, Managing Time	<ol style="list-style-type: none"> After self-analysis of their own activities, participants will describe at least three things they do now that waste time. After sorting a list of future activities into three categories, participants will identify at least three things they can do that will help them to use time more effectively and in a manner that helps them make progress on their action plans to achieve their goals. After a discussion and a categorization of future activities, participants will describe at least one strategy for being a motivated, self-directed learner. 	2 hours
Total time for Unit 3		8 hours

Unit 4: Teamwork and Leadership

Sessions	Objectives	Time
1. What is a Leader?	<ol style="list-style-type: none"> Using a group sharing activity, participants will identify at least three examples of leaders in their country or community, and list at least three qualities of good leaders. After a small group discussion, participants will describe at least two leadership styles, and at least two advantages and disadvantages of each style. 	2 hours
2. Team Leadership	<ol style="list-style-type: none"> By solving a puzzle as a team, participants will identify at least one strength or advantage of working on a diverse team that reflects various perspectives, ideas, or members of different backgrounds. 	1 hour, 45 minutes



	<p>2. After a self-reflective activity, participants will identify at least one quality of effective leadership and one team member role they believe they have or that they can develop.</p> <p>3. Using common group situations, participants will identify at least one strategy to leverage their strengths and inspire others to reach a common goal.</p>	
3. My Leadership Role (optional)	<p>1. Working as a team, participants will practice at least one leadership role that is different from what they normally fill.</p> <p>2. Working as a team, participants will demonstrate at least two skills learned from previous sessions.</p> <p>Note: Suggested modification if time is a problem: Delete Session 3. It may be enough just for participants to understand from Sessions 1 and 2 that there are various team roles that they can choose in the future</p>	1 hour, 30 minutes
4. The Project Cycle	1. By studying a fictional situation, participants will describe the five steps in the project cycle.	1 hour, 30 minutes
5. Our Project	<p>1. After working on a team-based task, participants will identify a project, develop an action plan, implement and evaluate the project, and demonstrate at least two behaviors of effective leaders and team members.</p> <p>2. Using a real task related to their interests, participants will demonstrate both leadership and teamwork skills in order to accomplish a task or complete a project.</p>	1 hour, 45 minutes
6. Celebration and Reflection	1. After group presentations, participants will reflect on the life skills training and their team project, and identify at least three life skills that they have improved and are likely to use in the future.	1 hour, 30 minutes to 2 hours total (Depending on number of presentations)
	Total time for Unit 4	10 hours

Shorter course configurations

Based on an assessment of the needs of his/her youth group, or the context of the positive youth development activity (i.e., a week at a camp, in which trainers want to include life skills training in the program), a facilitator may determine that he or she cannot implement the entire 45-hour course. In this case, the facilitator can select units and sessions that he or she feels are most appropriate. As mentioned previously, it will be necessary to consider any necessary pre-requisite concepts or products that might have been included in previous sessions. Facilitator preparation notes included in the session plans will be helpful.



Related youth knowledge and skill development training

Units 3 and 4 in this manual address life skills necessary for working effectively in collaboration with others on any project activity. The culminating activities in Unit 4 engage participants in collaborating on a relatively simple project—helping each other to review the key concepts and skills of the Life Skills and Leadership training course. Advanced skills development in volunteerism, service learning, or project design and management is beyond the scope of this training course. If the facilitator, in collaboration with his or her youth group, determines that the group would like to pursue further skills development in these areas, the following Peace Corps resources will be useful and effective:

The New Project Design and Management Workshop Training Manual [ICE No. T0107]
Volunteerism Action Guide: Multiplying the Power of Service [ICE No. CD062]



Contents

Unit 1, Session 1: Me and My Assets	1
Unit 1, Session 2: Stages of Adolescence	13
Unit 1, Session 3: Building Self-Confidence.....	26
Unit 1, Session 4: Choosing Positive Values	41
Unit 1, Session 5: Understanding Mental Models.....	54
Unit 1, Session 6: Stress and Emotions	66
Unit 1, Session 7: Surviving Tough Times.....	80

Unit 1, Session 1: Me and My Assets

Training Manual:	Life Skills and Leadership: Unit 1, Session 1
Rationale:	Identifying and valuing personal strengths and assets are elements of a positive identity and assets in youth development. Youth who describe or display their personal assets are more likely to engage in positive behaviors and avoid negative, destructive behaviors.
Target Audience:	In-school and out-of-school youth who have completed at least primary education.
Facilitator Expertise:	Peace Corps Volunteers and local counterparts who have been trained in how to use and adapt the <i>Life Skills and Leadership Manual</i> .
Time:	105 minutes
Pre-requisites:	None
Version:	Feb-2013



Session 1: Me and My Assets		
Date:	Time: 105 minutes	Facilitator(s):
<p>Facilitator preparation:</p> <ol style="list-style-type: none"> 1. Gather items in equipment list. 2. Prepare appropriate number of handouts for participants. 3. Decide how you'll introduce yourself in Motivation A-3. <p>Note to facilitator: Handout 1: Becoming Resilient is similar to Trainer Material 1: 40 Developmental Assets. The handout is intended to be more accessible for teens and young adults. Trainer Material 1 is intended as additional information for facilitators.</p> <p>Materials:</p> <ul style="list-style-type: none"> • Equipment <ol style="list-style-type: none"> 1. Ball or other object suitable for tossing 2. Pens or pencils 3. Poster board or large heavy paper 4. Art supplies such as markers, colored pencils, crayons, and/or paints and brushes, glue or tape, pictures from magazines or calendars, etc. • Handouts Handout 1: Becoming Resilient (one per participant) • Trainer Material Trainer Material 1: 40 Developmental Assets Trainer Material 2: Flip charts 		
<p>Learning Objective(s):</p> <ol style="list-style-type: none"> 1. After recalling a personal success and making a self-assessment, participants will list at least four personal strengths, or internal assets, and at least two assets they would like to develop more. 2. Working with a partner, participants will identify and share with the group at least three personal strengths and assets from an abbreviated list of the 40 Developmental Assets. 		



Instructional Sequence

I. Motivation (15 minutes)

Materials:

Ball or other soft, safe object suitable for tossing

A. My Name is ...

Rationale: Participants introduce themselves to one another by sharing something unique to them. Many of our unique characteristics are displayed in the single word of our name.

1. Welcome people to the Life Skills and Leadership course and this first session. Say:

“I’m really excited to begin this course with you because it will be a great opportunity to build skills and to strengthen friendships that will help you for years to come. This first session begins with a look at you: Who you are, the strengths you have, and the resources you can build upon to become a successful adult and leader in your community.”

2. Invite everyone to form a circle in the center of the learning space. Say:

“I’d like each of you to say your name and briefly tell the story behind your name: For example, what it means, how your parents chose it, for whom you are named. You can talk about your whole name, part of your name, or a nickname. Your story doesn’t have to be funny or clever. You know your own name best and whatever you share will tell us a little something about you. We’ll keep our stories short so everyone has time to share. I’ll start and then I’ll throw the ball to the next person.”

3. Tell the story of your name in 30 seconds or less to model brevity for the participants. Toss the ball to another participant. Make sure each person has a chance to share his or her story.

B. Summary

Summarize by asking:

“What were some new things you learned about other people? Each of us has unique characteristics, skills, and strengths. We’ll be learning more about each other and ourselves throughout this session.”

II. Information (30 minutes)

Materials:

Handout 1: Becoming Resilient

Flip chart 1: Successes

Flip chart 2: Helping Factors



A. It Was a Big Success

Participants recall a personal accomplishment and identify the assets it reveals.

1. Invite participants to think of something they accomplished or achieved. Say:

“I’d like you to think of a time you did something that you are proud of, or that you accomplished. Perhaps you received a high mark on a project at school, maybe you helped a neighbor or friend, maybe you did something with a younger brother or sister, or perhaps you took on a responsibility in your neighborhood or spiritual community.”

Note: If you think it would be helpful, participants could write their thoughts down on paper. You can tell them that they can make this as private as they want and that no one else will read their papers. Also let them know that they will have the option of sharing their successes and that you actually encourage them to do so.

2. Collect and post examples on Flip chart 1: Successes. Ask:

“Who would like to share an example? I will write some accomplishments and successes that any of you would like to share. We welcome all examples and you don’t have to give much detail. Who would like to start?”

Note: If participants are shy to respond, you could ask for a showing of hands related to topics, such as, “How many of you thought about an achievement at school? How about at home? With a friend, neighbor, or someone in your neighborhood? In your spiritual community? Where else? What can you tell us about your successes?”

3. Build upon the discussion by having participants identify what helped them to be successful. Collect and post examples on a Flip chart 2: Helping Factors. Say:

a. *“Who would like to share what or who helped you with your success? Like before, I will write a list of helpful factors that any of you would like to share. As always, we welcome all examples and you don’t have to give much detail. Who would like to start?”*

b. *“Now think about what helped you with your success? Perhaps you overcame some challenges. How did you do that? What skills did you use? Who helped you and what did they do?”*

Note: Review of “Successes” and “Helping Factors” serves as a partial assessment of Objective 1.

4. Distribute Handout 1: Becoming Resilient. Say:

“There are a number of strengths or assets that we all have that enable us to accomplish what we want and need to do. They also help us stay strong during difficult times. Together we will look through this list and, as we go along, circle any assets that helped you with the success you just identified.”

Note: Determine the best way to have the list read:

- a. If you think participants will understand the list, you can ask them to read to themselves. You might ask them to circle anything they don’t understand.
- b. You might ask for a few volunteers to read parts of the list aloud or you could read the list to the group.



B. Summary

Summarize by checking for understanding. Say:

“Since all questions are good questions, please let me know if anyone has questions to help them better understand this list of assets.”

Note: If there are questions, take the time to respond. You might ask the participants if they can answer their peers’ questions, such as, *“Who can help answer this question? What do you think is the answer to this question?”* This will help you gauge their grasp of the concepts.

III. Practice (30 minutes)

Materials:

Handout 1: Becoming Resilient

A. Yes, I Have Assets

Participants identify assets that they have and others they would like to develop.

1. Using the handout, ask participants to mark assets that are their strengths. Say:

“As we’ve discussed, assets help us accomplish difficult tasks and stay strong during tough times. They help us be successful. We each have some of these assets, but not many people have all of them. You may feel very strong in some and less strong in others. Put an ‘X’ next to all of the assets you have. Maybe they are the same assets we identified on our ‘Helping Factors’ list. If you feel that any of the assets are really strong, you can put ‘XX’ next to the asset.”

2. Ask participants to turn to someone next to them and briefly and quickly share two to three assets they have. (If the number of participants is uneven, make one group of three.) After about two minutes, make sure each person in the pair has had a chance to share. If not, give them another minute. Then, ask for volunteers to share a few of their own assets with the large group.
3. Using the same handout, ask participants to mark assets they would like to develop. Say:

“You can also work to make some assets stronger or more useful for you. Or you can develop some assets that you don’t yet have. I’d like you to look at the whole list and put a smiley face ‘☺’ next to at least two strengths or assets you would like to develop in your life.”

4. Ask participants to turn back to their partners and briefly and quickly share two to three assets they would like to develop and why. After about two minutes, make sure each person in the pair has had a chance to share. If not, give them another minute. Then, ask for volunteers to share a few of these assets with the large group.

Note: An alternative could be to ask participants to write two assets they have on a sticky note and two assets that they would like to develop on a second sticky note. Then participants could affix their sticky notes to flip charts at the front – one titled “Assets I Have” and the other, “Assets to Develop.” As the participants are sharing what they wrote with a partner, the facilitator could group the sticky notes and see if there were any commonalities or differences and talk about them with the large group after the pair sharing.



B. Summary

Summarize by saying:

“We have a lot of assets and strengths among us. We have some assets in common and we also have strengths in different areas. As you plan to develop your own assets, recognize that your friends here might be ‘helping factors’ as you seek to improve yourself and build your resilience, your ability to go through difficult situations.”

IV. Application (15 minutes)

Materials:

Handout 1: Becoming Resilient

A. Yes, You Have Assets Too!

Participants receive ideas from peers, one-on-one, about additional assets they might have.

1. Have participants choose a new partner or turn to a new neighbor. Say:

“We can learn a lot about ourselves by seeing how we look from another person’s viewpoint. For the next few minutes, I’d like you to share the experience you identified as a success or accomplishment and the assets you used that helped you to be successful. When you are finished, your partner should comment on what you did well and suggest other assets you used. After a few minutes of sharing, I’ll ask you to switch so you can give ideas to your partner.”

2. Give the partners about 5 minutes to share experiences and provide insights about the assets that were used. Then give a signal and ask partners to switch from being a speaker to being a listener and vice versa.

B. Summary

Conclude the exercise by asking participants to update their list of assets. Say:

“We can learn about ourselves through our interactions with others. Take out your handout ‘Becoming Resilient’ and put in more Xs (or XXs) where you now realize you do have these assets. You might even recognize more assets that you want to develop. Put a ‘smiley face’ 😊 next to those assets.”

Note: Updating participants’ list of assets serves as an assessment of Objective 2.

V. Assessment (15 minutes)

Materials:

None

A. Speaking Up about My Assets

With the whole group, participants are able to share something about the assets they have and/or about assets they would like to develop. They also identify the roles of two or more adults who can serve as “helping factors.”



1. Ask everyone to form a circle for a discussion. Invite each person to share something about his or her assets. Choose discussion questions for the whole group, as appropriate, from the following:
 - *Which of your assets would you say are most important for you?*
 - *Which assets do you think might be most difficult to develop or make stronger?*
 - *What would help you to strengthen the assets you'd like to develop?*
 - *Who can help you develop one of your assets?*
 - *How can these assets help you to be successful (in school/at work/at home?)*
2. Ask participants to identify at least two adults outside of class they can go to for suggestions about strengthening their assets further.
 - a. Give participants time to write the adults' names or roles by the assets they can help develop.
 - b. Say,

“We talked earlier about ‘helping factors.’ It’s really important to talk to an adult outside of class about developing your assets. Not only will you get some great ideas, but you will also be strengthening that first asset ‘I know adults who can help’ in the process! Write the adults’ names or roles, such as teacher or clergy, next to the assets with which you believe they can be most helpful.”

Note: “Speaking Up about My Assets” serves as an assessment of Objectives 1 and 2.

B. Summary

Conclude the exercise by saying:

“During this Life Skills and Leadership series of classes, we will be making a comparison between how we build our lives and how we might build a house. The images associated with building a house will help us think creatively about our lives and the type of future we want to build for ourselves, and the kind of people we want to be. So far we’ve been talking about the skills and assets we need to keep ourselves strong. Just like building a house, we need materials and supplies to construct our future selves. Assets become the building blocks that we use to create the floor, walls, and roof that will become our strong character, our ‘house,’ for the future.”

Note: Make sure that the type of house you talk about and the building elements you emphasize are consistent with the types of houses your participants live in. Make adaptations for urban apartment dwellings, low income areas, remote rural houses, communal dwellings, etc. as appropriate. In addition, be sensitive to participants who may be homeless or have been displaced from their homes. Make the distinction between a house, the building that shelters people, and a home, the people and support systems that help us feel safe. Point out that we will be making comparisons between our lives and the elements of a building (any building) that make it a strong shelter.

Alternatively, a metaphor of a toolbox can be used in lieu of a metaphor of a house. For example, the toolbox contains important tools for helping build up ourselves, shape our communication, and strengthen our ability to get along with others. Or, don’t use a metaphor at all. Simply say that the course will help you become well-rounded youths who grow into adults with strong leadership skills.



References:

For more information about the development of assets in youth to promote resilience:

The Search Institute. "40 Developmental Assets." <http://www.search-institute.org/developmental-assets> (accessed September 15, 2012).

Facilitator Notes for Future Improvement

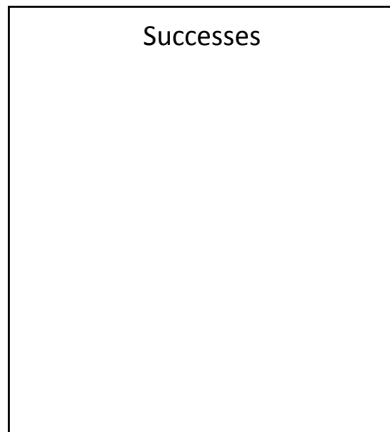
Date & Facilitator Name: [What went well? What would you do differently? Did you need more/less time for certain activities?]



Trainer Material 2: Flip Charts

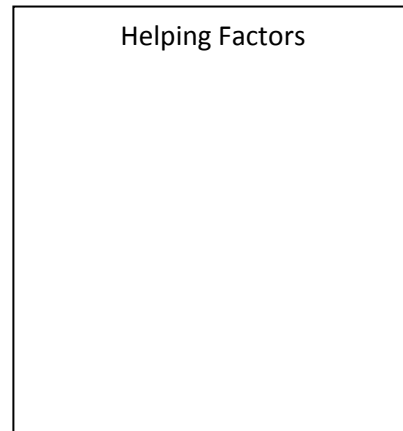
Flip chart 1: Successes

Successes



Flip chart 2: Helping Factors

Helping Factors



Handout 1: Becoming Resilient

Everyone goes through rough times and difficult situations. Most people survive these difficult situations. They are like strong trees that bend and sway in the wind rather than break. Resilience is the ability to spring back after something bad happens and to move forward successfully. You have many assets and strengths that enable you to be resilient. You have used many of them already to accomplish good things. Use the following code to mark your own assets:

X = Asset I have; XX = Asset I have that is strong; ☺ = Asset that I want to develop or strengthen

Strengths and Assets for Resilience

I Know Adults Who Can Help

For example: Parents and adults who support me; good communication in my family

I Can Make Decisions and Follow Up on Them

For example: People see me as someone who can be helpful

I Know my Limits and Expectations

For example: I know the rules in my family, school, and neighborhood; my friends and adults have high standards and expect positive things from me

I Use Time Productively

For example: Involvement in youth programs, creative activities, or a spiritual community

I Think Learning is Important

For example: Commitment to learning at school; finding ways to improve myself

I Have High Standards and Principles

For example: Believing in such things as social justice, honesty, or being responsible that help create a positive community

I Can Interact Effectively with Others

For example: Resolving conflicts peacefully; communicating positively in emotional situations; planning and making priorities

I Feel Good about Myself and My Future

For example: Confidence in myself; pride in my work; meaning in my life; hope for my future



Trainer Material 1: 40 Developmental Assets

40 Developmental Assets® for Adolescents (ages 12-18)

Search Institute® has identified the following building blocks of healthy development—known as **Developmental Assets®**—that help young people grow up healthy, caring, and responsible.

External Assets

Support

1. **Family support**—Family life provides high levels of love and support.
2. **Positive family communication**—Young person and her or his parent(s) communicate positively, and young person is willing to seek advice and counsel from parents.
3. **Other adult relationships**—Young person receives support from three or more nonparent adults.
4. **Caring neighborhood**—Young person experiences caring neighbors.
5. **Caring school climate**—School provides a caring, encouraging environment.
6. **Parent involvement in schooling**—Parent(s) are actively involved in helping young person succeed in school.

Empowerment

7. **Community values youth**—Young person perceives that adults in the community value youth.
8. **Youth as resources**—Young people are given useful roles in the community.
9. **Service to others**—Young person serves in the community one hour or more per week.
10. **Safety**—Young person feels safe at home, school, and in the neighborhood.

Boundaries & Expectations

11. **Family boundaries**—Family has clear rules and consequences and monitors the young person's whereabouts.
12. **School Boundaries**—School provides clear rules and consequences.
13. **Neighborhood boundaries**—Neighbors take responsibility for monitoring young people's behavior.
14. **Adult role models**—Parent(s) and other adults model positive, responsible behavior.
15. **Positive peer influence**—Young person's best friends model responsible behavior.
16. **High expectations**—Both parent(s) and teachers encourage the young person to do well.

Constructive Use of Time

17. **Creative activities**—Young person spends three or more hours per week in lessons or practice in music, theater, or other arts.
18. **Youth programs**—Young person spends three or more hours per week in sports, clubs, or organizations at school and/or in the community.
19. **Religious community**—Young person spends one or more hours per week in activities in a religious institution.
20. **Time at home**—Young person is out with friends “with nothing special to do” two or fewer nights per week.

Internal Assets

Commitment to Learning

21. **Achievement Motivation**—Young person is motivated to do well in school.
22. **School Engagement**—Young person is actively engaged in learning.
23. **Homework**—Young person reports doing at least one hour of homework every school day.
24. **Bonding to school**—Young person cares about her or his school.
25. **Reading for Pleasure**—Young person reads for pleasure three or more hours per week.

Positive Values

26. **Caring**—Young person places high value on helping other people.
27. **Equality and social justice**—Young person places high value on promoting equality and reducing hunger and poverty.



- 28. **Integrity**—Young person acts on convictions and stands up for her or his beliefs.
- 29. **Honesty**—Young person “tells the truth even when it is not easy.”
- 30. **Responsibility**—Young person accepts and takes personal responsibility.
- 31. **Restraint**—Young person believes it is important not to be sexually active or to use alcohol or other drugs.

Social Competencies

- 32. **Planning and decision making**—Young person knows how to plan ahead and make choices.
- 33. **Interpersonal Competence**—Young person has empathy, sensitivity, and friendship skills.
- 34. **Cultural Competence**—Young person has knowledge of and comfort with people of different cultural/racial/ethnic backgrounds.
- 35. **Resistance skills**—Young person can resist negative peer pressure and dangerous situations.
- 36. **Peaceful conflict resolution**—Young person seeks to resolve conflict nonviolently.

Positive Identity

- 37. **Personal power**—Young person feels he or she has control over “things that happen to me.”
- 38. **Self-esteem**—Young person reports having a high self-esteem.
- 39. **Sense of purpose**—Young person reports that “my life has a purpose.”
- 40. **Positive view of personal future**—Young person is optimistic about her or his personal future.

This page may be reproduced for educational, noncommercial uses only. Copyright © 1997, 2006 by Search Institute, 615 First Avenue N.E., Suite 125, Minneapolis, MN 55413; 800-888-7828; www.search-institute.org. All Rights Reserved.

The following are registered trademarks of Search Institute: Search Institute®, Developmental Assets® and Healthy Communities | Healthy Youth®.



Unit 1, Session 2: Stages of Adolescence

Training Manual:	Life Skills and Leadership: Unit 1, Session 2
Rationale:	Identifying and valuing the stages of adolescence are elements of a positive identity and assets in youth development. Youth who describe or understand changes that occur during adolescence are more likely to engage in positive behaviors and avoid negative, destructive behaviors.
Target Audience:	In-school and out-of-school youth who have completed at least primary education.
Facilitator Expertise:	Peace Corps Volunteers and local counterparts who have been trained in how to use and adapt the <i>Life Skills and Leadership Manual</i> .
Time:	120 minutes
Pre-requisites:	Unit 1, Session 1
Version:	Feb-2013



Session 2: Stages of Adolescence		
Date:	Time: 120 minutes	Facilitator(s):
<p>Facilitator preparation:</p> <ol style="list-style-type: none"> 1. Copy handouts –one for each participant 2. Gather art supplies <p>Note: The personal posters made by participants in the Assessment section should be saved by the facilitator. Participants will add to them in the Assessment section of Session 3, the Application section of Session 4, the Application section of Session 5, and in the Assessment section of Session 7.</p> <p>Materials:</p> <ul style="list-style-type: none"> • Equipment <ol style="list-style-type: none"> 1. Art supplies (markers, glue, old picture magazines, paint, brushes, etc.) 2. Poster board or large sheets of heavy paper • Handouts <ul style="list-style-type: none"> Handout 1: Development During Adolescence Handout 2: Personal Dramas • Trainer materials <ul style="list-style-type: none"> Trainer Material 1: Personal Dramas Answer Key 		
<p>Learning Objective(s):</p> <ol style="list-style-type: none"> 1. After studying a chart of the Stages of Adolescent Development and analyzing fictional situations, participants will describe at least one indicator of physical, cognitive, and psychosocial changes they are experiencing or will experience as they develop. 2. Using locally available materials and found objects, each participant will create a poster that represents his or her uniqueness and appreciation of himself or herself. 		



Instructional Sequence

I. Motivation (15 minutes)

Materials:

(None)

A. That's Me!

Participants identify characteristics about themselves that have changed over the past few years, including their interests and physical changes.

1. Conduct a brief envisioning activity. Slowly say the following, pausing along the way to allow participants to create clear pictures in their minds:

“Think back to just a few years ago when you would consider yourself younger, more of a ‘kid’ and not yet a teen. You might even want to close your eyes to get a really good picture of yourself. (pause) Think about what you looked like, how you wore your hair, games that you played, who your closest friends were, stories you read or liked read to you (or the stories that your parents or grandparents, or community elders told to you), music you listened to, and movies and television shows that you liked to watch. (pause) Think about how you spent most of your time. (pause) If you were in school, who was your teacher? What did you do in school? What did you study and learn?” (pause)

Note: Depending on the culture, movies, television shows, etc. might not be culturally appropriate. Select characteristics that best reflect the lives of your participants. You could also just use broad categories, such as “What did you look like?” and “How did you spend most of your time?”

2. If participants are not already seated, ask them to take a seat and then explain the activity:

“Now pretend that your younger self is standing next to you. You are going to compare your present self to him or her. I’m going to make a few statements, say a few things aloud one at a time, and if that describes changes you have made, jump up and shout ‘That’s Me!’ Once you have jumped up, stay standing for a moment so everyone else can see that you have jumped to your feet. Then sit down and wait for the next statement.”

3. Practice. Say:

“We are going to try this out. Jump up and shout, ‘That’s Me!’ if you are older now than you were then!”

Note: Everyone should have jumped up and shouted, “That’s Me!” If they didn’t, go over the directions again, making it clear that if what you say refers to who they are now, compared to when they were younger, they are to jump up and shout.

4. Choose from the list of the following statements to read aloud one at a time. Select at least four statements that are reflective of the culture and of the particular sensitivities of the group that will also give everyone a chance to jump up and shout “That’s Me!” at least once. You can also ask for more details when participants are standing. For example, if they identify that their taste in music has changed, you can ask them what they used to like and what they like now.



“You are taller.”
“You have different friends.”
“Your hair is longer.” (Or choose “shorter.”)
“Your taste in music has changed.” (And/or use taste in books, movies, television shows ...)
“You play different games.”
“You spend more time in school.”
“You have more homework.”
“You weigh more than you used to.”
“Your body has changed shape.”
“Your voice is deeper.”
“You look more like an adult.”
“You work more and play less.”
“You have different chores or responsibilities at home.”
“What you want to do when you grow up has changed.”
“You like to do different things in your free time.”
“School is harder.”
“Life feels more important, more serious.”
“In general, you see life differently.”

3. Conclude by doing one more round and state:

“I am in the Peace Corps Youth Life Skills and Leadership program!”

Note: Everyone should be standing. You can add to the enthusiasm by shouting *“That’s Us!”*

B. Summary

Summarize by saying:

“You used to be a kid and you behaved differently and now your life has likely changed some. You are becoming – or will soon become – more and more like an adult. For some of us this happens sooner than others. Either way, it is OK. Each person changes differently, and at different times. It might feel like you are in between two phases of your life. This time in your life is called ‘adolescence.’ During this time, your body changes and the way you spend your time can change too. You might even be seriously thinking about how you want your life to be when you are grown up. Maybe you are even making plans for being an adult, like studying more in school or working more. The assets that we talked about in our previous time together can be very helpful in moving through your adolescence. This can be a sensitive time when you might get sad or angry more quickly or your mood seems to change a lot. We’ll talk more about this. So don’t worry. We are all in this together.”



II. Information (30 minutes)

Materials:

Handout 1: Development during Adolescence

A. I Am an Adolescent

Participants learn about stages of adolescent development and identify changes they may be experiencing.

1. Explain the connection between the changes one might expect during adolescence and the assets one might have that would make those changes easier. Say:

a. *“Adolescence, as we discussed, is a time of transition from childhood to adulthood. Between the age of about 10 until age 21 we all experience changes that are 1. physical – meaning in our bodies; 2. mental – meaning to our way of thinking and our minds; 3. emotional – meaning the way we feel and our moods, and; 4. social – meaning how we are with other people, including our families and others in the community.”*

b. *“We each go through changes in our own time at our own rate. Some of us experience certain changes more intensely than others might, but along the way everyone has troubles and challenges to deal with since so many changes happen to ourselves and in our lives. In this activity, we are going to look at some situations and talk about assets that would be helpful.”*

2. Distribute Handout 1: Development during Adolescence and say:

“This chart describes some of the changes people experience during adolescence. The left side shows those four areas of a person’s life that will change (physical, mental, emotional, and social). To the right of each area, there is a range of possible changes. These are continuums; changes occur gradually over time.

- a. *“You can see the changes a person experiences as he or she develops and grows older. Some changes happen early in adolescence, some later, and each of us experiences them at slightly different times.*
- b. *“In fact, one person might experience physical changes very early but experience mental changes very late. And for another person it could be just the opposite. One change might happen quickly and then another change might not happen for a while longer and that change might take a long time to fully develop. Some changes might occur together.*
- c. *“There isn’t a set way that changes happen and it is different for every person.”*



3. Go over each section or each line with the group to clarify and give examples as appropriate.

Note: You might need to be particularly sensitive to the discussion of sexuality in some cultures. The group might giggle or get embarrassed. Affirm that sometimes these topics can make people uncomfortable and that is OK. It is important to know that these changes are normal and happen to everyone. If you, as the facilitator, can embrace the changes of adolescence – especially sexuality – as “normal” and “healthy” aspects of human development, you will project a thoughtful, mature tone for the discussion.

Note: Adolescents tend to compare themselves to others, hoping they fit in and are seen as “normal” or even more mature than their peers. For this reason, it is recommended that facilitators not attempt to assign more specific age ranges to the three columns of changes in Handout 1. Instead, encourage participants to determine how they have changed physically, mentally, emotionally, and socially and to anticipate the changes they will face personally in the future. It is not uncommon that someone may be in early adolescence physically, late adolescence mentally, and mid-adolescence emotionally (or any other combination) at the same time. You can reduce any anxiety participants have about their development by reminding them that wherever they are at present is OK and assuring them that everyone eventually gets through the changes of adolescence to adulthood at their own pace.

B. Summary

Summarize by saying:

“Adolescence is a time of change. These changes are normal and happen to everyone. Finding people you can trust to talk to about your experiences – whether this is a family member, friend, or me – is a good idea.”

III. Practice (30 minutes)

Materials:

Handout 2: Personal Dramas

Trainer Material 1: Personal Dramas Answer Key

A. I Am an Adolescent (Continued)

Participants explore the stages of adolescence by examining brief scenarios.

1. Divide participants into groups of three or four and distribute Handout 2: Personal Dramas to each person.

Note: If the characters’ names are too unusual for participants, to the point of being distracting, assign other names to the characters.

2. Introduce the handout:

“This handout has eight short situations about people who are experiencing changes during adolescence. Ask someone in your group to read the first story aloud. Then, as a group, decide what changes the person is experiencing. Each situation is just the beginning of a bigger story so feel free to make guesses about any details that are missing. Try to talk about as many stories as you can in the next few minutes. Have different group members read the stories aloud.”



3. Give participants about 15 minutes to do the activity.

Note: If participants are getting stuck on one story, you might want to give them time cues to keep them moving, such as *“By now you should’ve read your story and identified at least one change the person is experiencing.”* Alternatively, consider modeling the activity and discussion by discussing one of the stories as a whole group; then, you might reduce the number of stories or extend the time allowed.

4. Move among the groups and listen to the conversations so you can choose the most relevant discussion questions when the groups get back together. When a majority of the groups have completed the activity, form a large circle for a discussion. Select from the following questions:

Note: There are no “right” or “wrong” answers for this activity because there are no firm lines between the stages of adolescent development. Stories have intentionally been written to leave room for participant interpretations and to encourage participants to see connections to their own lives. Facilitators can use the notes in Trainer 1: Personal Dramas Answer Key to provide additional insights during the discussion, as appropriate.

- *Do any of these stories sound similar to people you know? Which one(s)? What is something one of the characters experienced that is similar to things you have experienced?*
- *Which people in the stories are dealing well with the changes they are experiencing?*
- *Which people in the stories have made the most progress toward adulthood?*
- *Which people in the stories have made progress in one area but not as much in another?*
- *To what degree do you think the people in the stories are aware of the changes that happen during adolescence?*
- *Choose one of the stories your group talked about the most. What assets would be helpful for the individual in that story?*
- *Of all the changes during adolescence, which do you think are most difficult to deal with and why?*

Note: These discussion questions serve as an assessment of Objective 1. However, avoid putting participants on the spot by insisting that everyone answer all the questions. Keep the discussion focused on the characters in the stories or on “what most people might do” during adolescence. For some questions, you might just ask people to sit quietly for a moment and think about how the question relates to them.

B. Summary

Conclude the activity by saying:

“We may not be aware of all the complex changes going on inside ourselves, just like we may not know what is happening in each room of a house at any given moment. Becoming more aware of the changes that might be happening inside helps us anticipate and keep our ‘house’ in order. We can use our assets, and develop other assets, to help.”



IV. Application (15 minutes)

Materials:

Participants will “find” objects in the room and/or outside
Poster board, art supplies (markers, glue, old picture magazines, etc.)

A. Symbolic Me

Participants find objects that represent their uniqueness and are symbolic of their own relationship to the adolescent development stages.

1. Give participants a chance to summarize what they have learned about assets and adolescence. Say:

“We’ve learned about personal assets and how they can help us deal with the inevitable changes in life, including those that happen during adolescence. I’d like you to think about some of the changes you are dealing with, as well as your assets. Take a few minutes to think about where you are in your physical, mental, emotional, and social growth. When you are ready, look around the learning setting, look among your possessions, look nearby or outside and try to find an object that is a symbol for, or somehow represents, the way you are right now in your life.”

(Encourage participants to look for an object. If anyone is having trouble finding something appropriate, suggest that they think of a character in a book or movie who is like they are now.)

Note: Some possible found objects could include the following to symbolize development and changes: new, soft bright green leaves; a flower blossom; a stone in the stream being smoothed and polished; a seed ready to be planted and nurtured, a seashell that used to be the house for a hermit crab that has moved on to another shell, cocoons or chrysalis, etc.

2. Ask people to return in about five minutes. Sit in a circle and give all participants a chance to share their objects and to talk about themselves. Encourage participants to make sure everyone has an opportunity to share by keeping their explanations short – about 30 seconds each. Thank everyone for sharing.

B. Summary

Summarize by saying:

“How we define ourselves in a given moment might be different than how we see ourselves at a later moment. This can be particularly true during adolescence. You have identified an object that symbolizes you in this very moment. Hold onto your symbolic objects and over the hours, days, and weeks ahead, see if the object continually describes you or if other objects would be more fitting, more appropriate at different times.”



V. Assessment (30 minutes)

Materials:

Poster board or large sheets of heavy paper
Markers, colored pencils, crayons, or paint and brushes, as available
Glue or tape

A. My Life as Art

Participants summarize what they have learned about assets and adolescent developmental changes.

1. Distribute paper and art supplies. Say:

“You have all talked about an object you found and how it could be a symbol of who you are. We have talked about the assets you have and some of the assets you would like to develop. And we have also talked about the ways you have changed physically, mentally, emotionally, and socially.

“I would like you to make a poster that is all about you, who you are, what you appreciate about yourself, what makes you unique, and some of your assets. You might divide your paper into four sections for who you are physically, mentally, emotionally, and socially. You might use the basic shape of a house with different rooms and your assets supporting its structure. Or you can use any other basic shape – or none at all.

“You can draw, cut pictures from magazines, or include anything else that you want to add to your poster. The important thing is to show how you are at this point of your life, to depict some of your assets, and don’t forget to include in your poster a drawing or reminder of the object you just shared with us.”

2. Let people work independently, then invite people to share their posters.

Note: The activity “My Life as Art” serves as an assessment of Objective 2.

Note: These personal posters should be saved by the facilitator. Participants will add to them in the Assessment section of Session 3, the Application section of Session 4, the Application section of Session 5, and in the Assessment section of Session 7.

C. Summary

Conclude by saying:

“Today we have talked about the stages of adolescent development. You learned that all of us make changes physically, mentally, emotionally, and socially as we grow into adulthood. Each of us takes our own time to make those changes and may do them in our own order, but everyone makes the changes and comes out as a mature adult. The assets we have and those we develop help us do that.



You've also had a chance to make a poster that shows where you are right now with images that represent your strengths. It's exciting for me to see all the talents and assets that each of you have! I'm looking forward to learning more about you the next time we meet. Until then, I'd like you to be thinking about the assets you would like to develop and try to identify adults you can turn to for support. For now, I'll ask you to leave your posters here so we can use them next time as we continue our discussion of personal identity and self-esteem."

References:

For more information about adolescent development:

Konopka Institute, University of Minnesota. "Adolescent Health and Medicine." Dr. Gisela Konopka.
<http://www.med.umn.edu/peds/ahm/programs/konopka/home.html> (accessed September 15, 2012).

Cornell University, Family Life Development Center. "Stages of Adolescent Development." Sedra Spano. May 2004.
<http://www.human.cornell.edu/actforyouth> (accessed September 15, 2012).

Facilitator Notes for Future Improvement

Date & Facilitator Name: [What went well? What would you do differently? Did you need more/less time for certain activities?]



Handout 1: Development During Adolescence

Development During Adolescence

Changes we experience as we grow from childhood to adulthood
(Ages 11 to 21)



Physical – Changes in body size and characteristics	<ul style="list-style-type: none"> • Early puberty • Rapid growth • Beginning of secondary sexual characteristics (such as breast and genital development and pubic and other body and facial hair growth) 	<ul style="list-style-type: none"> • Physical growth begins to slow 	<ul style="list-style-type: none"> • Most women are fully developed • Many men continue to gain body hair and muscle mass
Mental – Changes in thinking abilities	<ul style="list-style-type: none"> • Beginning ability to think abstractly • Interests begin to expand • Focus on the present 	<ul style="list-style-type: none"> • Better understanding of cause and effect relationships • Greater ability to set goals • Begin thinking about the meaning of life 	<ul style="list-style-type: none"> • Increased focus on the future • Ability to think through an idea • Better defined work habits
Emotional – Changes in the experience and expression of feelings	<ul style="list-style-type: none"> • Feelings of awkwardness • Worry about being “normal” • Moodiness 	<ul style="list-style-type: none"> • Extremes of high self-expectations and poor self-concept • Increased feelings of love and passion 	<ul style="list-style-type: none"> • Stronger sense of oneself • Increased emotional stability • Sexual identity becoming established
Social – Changes in relationships to people	<ul style="list-style-type: none"> • Realization that adults are not perfect • Desire for increased independence • Peer influence becomes more important 	<ul style="list-style-type: none"> • Greater reliance on peer approval • Distancing from parents 	<ul style="list-style-type: none"> • Stronger sense of independence and self-reliance • Capable of complex relationships • Begin to relate to family members as an adult



Handout 2: Personal Dramas

Lei has been feeling more self-conscious than ever before. It seems that other students are whispering about her or watching as she walks to school or to the shop. Why are people always looking at her? Are her clothes dirty? Is her hair a mess? It's as if she were from the moon or something. Sometimes it makes her really mad but other times she just doesn't care.

Poh has always been a bit shorter than his friends, but suddenly things are different. As if overnight, everyone seems to have grown taller. Now he has to tilt his head up to look at his best friend! Girls in his neighborhood are even taller than the boys and they don't want to talk to him anymore. He used to have fun playing football with the other boys but now they are too fast. Will he *ever* grow up?

Najat's parents have become very demanding lately. They always complain to him about the clothes he wears, who he spends time with, and how late he stays out at night. Last week he had a big argument with his parents and they locked him in the house for the night. Why are they trying to run his life? They can hardly take care of themselves. His father nearly lost his job last week! At least Najat has good friends.

Amaya's grandmother just gave her a beautiful scarf. "Maybe you'll wear it at your wedding," Grandma had said with a smile. Amaya was happy but confused. Who can think about marriage? Amaya can't even think about next week! Maybe she'll marry one day but what about university or a career? She can't decide. It's too far away. Right now she has to help around the house and care for her younger sisters.

Ismailia lives with her mother, aunt, grandfather, and two younger brothers. It used to be difficult to get her brothers to do their chores or schoolwork, but now they listen to Ismailia when she gives them directions. When her brothers are at school, Ismailia helps her mother and aunt wash the clothes they take in for their laundry business. After helping with dinner, she might visit with friends. On weekends, she spends time with her new boyfriend.

Adolpho had a great idea last night. He could offer to repair the fence at the orphanage. Maybe they would ask him to do other work. It might even turn into a regular job since they also have a school and community center. His girlfriend, Louisa, would be pleased. With the extra money, they could begin saving for their future. Louisa's more mature than his other girlfriends were. It makes Adolpho proud to be with someone who is so sensible.

Raja has been feeling confused and anxious lately. For a while he thought Samia really liked him, but today she didn't even say hello! Well, maybe he doesn't like her so much either! Besides this, his mother has been pressuring him to stay in school while his uncle wants him to help out at the motorcycle repair shop. Meanwhile he could be hanging out with his friends! How did life become so complicated? And what's the purpose of it all?

Lana used to respect her father, but when she came home past midnight after being out with her boyfriend, Lana's father was really angry. He yelled a lot and even hit her. Lana got so upset she hasn't spoken to him since! Why shouldn't she be able to spend time with her boyfriend? At least he's someone who cares about her. She never felt like she was good enough for anyone before. All Lana's friends tell her it's a good match, too. And they certainly know him better than her father does!

Encourage participants to express their own opinions about the Personal Dramas first so they can discover connections to their own situations. If facilitators see the need to interject a few points, here are some ideas about each story that can be added to participants' opinions.



Lei: She is self-consciousness. Thinking that people are watching her or talking about her suggests an early adolescent stage emotionally. That she might be “from the moon” reinforces this. Sometimes she cares; sometimes she doesn’t, which suggests moodiness.

Assets that may be helpful: Feeling good about oneself; interacting effectively with others.

Poh: The early physical adolescent stage is suggested by Poh not having had a growth spurt while his friends have. Concern that he will never grow up suggests an early stage emotionally.

Assets that may be helpful: Feeling good about oneself; interacting effectively with others.

Najat: Najat is beginning to distance himself from his parents by becoming critical of them. He is beginning to be more invested in his peers. He is probably in the early to middle adolescent stage socially.

Assets that may be helpful: Interacting effectively with others; knowing adults who can help.

Amaya: Amaya is unclear about the direction for her future (marriage, university, and career), which seems too far away to think about. She is more focused on the present and fulfilling her home responsibilities, which is typical of someone in the early to middle stage mentally.

Assets that may be helpful: Making decisions and following up on them; having high standards and principles.

Ismailia: Ismailia relates to her brothers as an adult and has many adult responsibilities, which indicate a late adolescent stage socially. Emotionally, she is also mature, as suggested by her ability to balance complex relationships with friends and her boyfriend.

Assets that may be helpful: Using time productively; knowing limits and expectations.

Adolpho: Mentally, Adolpho is mature in that he is able to think through an idea and he has well-defined work habits and is able to focus on the future. Emotionally, his relationship to Louisa also sounds mature.

Assets that may be helpful: Making decisions and following up on them; feeling good about oneself and one’s future.

Raja: Raja is in middle to late adolescence. Emotionally, he experiences extreme feelings toward Samia. Mentally, he is beginning to think about future goals and is wondering about the meaning of his life.

Assets that may be helpful: Knowing adults who can help; interacting effectively with others.

Lana: Lana is in middle to late adolescence. Socially she is distanced from her father as she struggles for more independence. She relies on her peers to confirm her relationship with her boyfriend. Emotionally, she feels increased love toward her boyfriend.

Assets that may be helpful: Knowing adults who can help; knowing limits and expectations.



Unit 1, Session 3: Building Self-Confidence

Training Manual:	Life Skills and Leadership: Unit 1, Session 3
Rationale:	Identifying and valuing self-confidence are elements of a positive identity and assets in youth development. Youth with a positive identity and self-confidence and who make positive self-statements are more likely to engage in positive behaviors and avoid negative, destructive behaviors.
Target Audience:	In-school and out-of-school youth who have completed at least primary education
Facilitator Expertise:	Peace Corps Volunteers and local counterparts who have been trained in how to use and adapt the <i>Life Skills and Leadership Manual</i> .
Time:	120 minutes
Pre-requisites:	Unit 1, Session 2
Version:	Feb-2013



Session 3: Building Self-Confidence

Date:

Time: 120 minutes

Facilitator(s):

Facilitator preparation:

1. Make slips of paper (one sheet cut into eighths) for each participant
2. Research agencies and organizations that can help address adolescent physical, mental, emotional, and social issues. Be prepared to share several to indicate that participants have resources to help them handle the challenges of adolescence.

(Note: Some organizations may be local or accessible in-country. Other organizations might only be accessible via information through websites.)

3. If possible, collect magazines and newspapers. Bring to the session with scissors and tape or glue. Multiple items of all would be most helpful. These will be used for the “Graffiti Wall Chart.”
4. Label sections of large paper for the graffiti wall with headings “My strengths ...” “People I can go to for help ...” “Things I have accomplished ...” “I help others by ...” “Things that make me laugh ...”
5. Personal posters from the Assessment section (“My Life as Art”) of Session 2: Stages of Adolescence.

Note: The personal posters made by participants in the Assessment section should be saved by the facilitator. Participants will add to them in the Application section of Session 4, the Application section of Session 5, and in the Assessment section of Session 7.

Materials:

- **Equipment**

1. Slips of paper; pens or pencils
2. Name badges for characters in skit
3. Magazines, newspapers, glue and/or tape, and scissors
4. Several large papers for a graffiti wall; markers or crayons
5. Index cards – one for each person

- **Prepared flip charts**

Flip chart 1: Development During Adolescence

(Note: If you think participants need a better reminder of the stages of development, use the handout from last session, Development During Adolescence, to make the flip chart even more detailed.)

Flip chart 2: Resources: Skills/Assets, Agencies/Organizations, and People

(Note: You might want to have Handout 1: Becoming Resilient from Session 1 handy to help guide participants in recalling assets.)

Flip chart 3: Graffiti Wall (see item No. 3 under preparation).

- **Handouts**

Handout 1: Put-Down, Turn Around

- **Trainer materials**

Trainer material 1: Script for skit: Sammy and Samantha Plan a Party (two copies)

Learning Objective(s):

1. After considering their own strengths, stage of development, and personal concerns anonymously, participants will identify at least two strategies for learning, building skills, or identifying resources to address those concerns.
2. After watching a brief skit, participants will describe characteristics of self-confidence, and at least two examples of language and behaviors that “build up” confidence or “put-down” confidence.
3. After making a graffiti wall and having a discussion, participants will create at least three “affirmations” for themselves that they can use to build their self-confidence and that can be added to their personal poster.



Instructional Sequence

I. Motivation (10 minutes)

Materials:

Several slips of paper (one sheet cut into eighths) for each participant
Pens or pencils

A. Stormy Weather

Participants consider their own development within the stages of adolescence and identify their personal concerns.

1. Remind participants of the previous session and the discussion about the stages of adolescent development. Say:

“Last time we talked about the changes that people experience during adolescence in the areas of physical, mental, emotional, and social growth.”

2. Ask one or more volunteers to read Flip chart 1: Development During Adolescence.

Note: Have the handout from Session 2 with the full chart (Development During Adolescence) on hand in case there are questions.

3. Continue with the introduction. Say:

“Today we want to identify typical concerns or problems you might encounter in school, with family, with friends, and others while growing up and maturing. We will also talk about how to get help and how to stay strong. Typical concerns may include a feeling of being an outsider to your peer group, or wondering if the changes you are experiencing are normal.

Some young people say they have more feelings of anger and this can lead to problems at school, at home, and with friends. Others say they feel attracted to someone else or like another person a lot and they don’t know how to act around this person.

Please take a moment and think of any concerns you have for yourself in any of the four areas of adolescent development. They could be the same as those I’ve mentioned or different concerns. You might have details you want to add to the examples I gave.”

4. Distribute several slips of paper and a pen or pencil to each person.

Note: Offer the same type and color of pen or pencil to all participants. This will help maintain an atmosphere of trust, as the concerns that participants write can be anonymous.



Say:

“Please write each concern you have on a separate slip of paper. You do not have to worry about using proper spelling, grammar, or complete sentences. You do not have to write on all your slips of paper, but if do you want more, just ask. Feel free to write whatever is on your mind because no one will know who has written which slip of paper. However, do write so what is written can be easily read and understood.”

5. After three to five minutes for writing say:

“OK, you’ve identified several concerns or things you are worried about. Wouldn’t it be nice not to worry about them; to be able to let them just fly away? I’d like you to crunch each slip of paper into a ball, even the ones you have not written on, so that you have several wads of paper. Then we’ll imagine that a mighty windstorm has come upon us. When I give the signal, throw your wads of paper toward me and let the wind blow them away from you.”

6. Give a signal, watch the concerns fly.

B. Summary

Conclude by saying:

“When we build a house, it has to have the strength to withstand violent winds that blow sand, rain, and debris and can damage the structure. It’s the same for us as people. We need to rely upon our strengths and assets to survive the criticisms and putdowns people sometimes throw at us. In fact, sometimes our own personal doubts, worries, and negative things we say about ourselves are hardest on us.

“Today we’ll focus on additional strengths, such as self-confidence and self-esteem, and we’ll discover some ways to keep our ‘house’ strong in the face of stormy relationships with friends, parents, other adults, and even ourselves.”

II. Information (30 minutes)

Materials:

Flip chart or large paper; markers or crayons

A. Stormy Weather (Continued)

Participants identify resources to address the concerns they have as adolescents.

1. Divide the participants into groups of three to six people. Ask participants to group by the weather condition they like the most and point to an area that represents the meeting place for each condition.
Say:



“I am going to say types of weather. Go to the area that I point to that represents the weather condition you like the most:

Sound of rain

Sound of wind

Sight of lightening

Sound of thunder

Feel of rain on your skin

Feel of wind on your body”

Note: If there are too many participants in a group, have the larger groups split into two or ask a few participants to go to the groups of their second choices.

2. Pick up the wads of paper and distribute them randomly to the small groups. Say:

“Your group now has a pile of concerns about adolescence that could have been written by anyone – it doesn’t matter who. Your task is to look at the papers and, as a group, sort them into the categories of adolescent development: physical, mental, emotional, and social.”

3. After a few minutes, show Flip chart 2: Resources: Skills/Assets, Agencies/Organizations, and People. Say:

*“We will discuss the concerns you have raised. As often as possible throughout our discussion, let’s identify resources that may be available to us that might help address the concerns. For example, if the concern is about handling feelings of anger, the person might have the skill or developmental asset **“Peaceful conflict resolution—The young person seeks to resolve conflict nonviolently.”** What agencies or organizations might help with anger management or peaceful conflict resolution? Or where you might go as a resource when you are dealing with anger?”*

Note: Write responses to the questions on the flip chart in the appropriate places. The most important things to capture are the resources that participants identify. Listen carefully, as they might mention someone or refer to something in an indirect way.

4. Ask the following questions and when resources are mentioned, capture them on the flip chart:

- *Which of the four categories (physical, mental, emotional, and social) seemed to have the most concerns?*
- *What were some concerns that might fit into more than one category?*
- *As you were working with your group, did you think of any other concerns that someone might have?*
- *What are some of the skills that might be helpful for people to learn so they can address these concerns? Or what developmental assets might someone have or need?*
- *What are self-confidence and self-esteem and why do we refer to these as strengths?*

Note: Self-confidence is the belief that you can do something and do it well. Self-esteem is having a realistic and healthy respect for oneself and highly regarding oneself.



- *What agencies or organizations are available in our community to help adolescents with physical, mental, emotional, and social concerns?*
 - *Who are some specific people in your lives who can help with concerns in each of the four areas?*
 - *How can we learn more about any of these concerns or about the resources available to us?*
5. Provide each person with an index card and have them use the notes on the flip chart to create a short list of important resources they want to remember. Say:

“On your index card, write the word ‘Resources’ at the top. Then use the notes we created as a group to identify two or three resources you want to remember. These might be new resources you want to explore or resources you have used or know about that you would like to re-examine. Then keep this card handy so you can refer to it in the moment when you might need a resource.”

B. Summary

1. Summarize by saying:

“These are all ways we can protect ourselves, our ‘house,’ from the storms of criticism that can, over time, damage our self-esteem and confidence. The resources we have identified can help us withstand ‘stormy weather.’”

III. Practice (30 minutes)

Materials:

- Script for skit: Sammy and Samantha Plan a Party (two copies)
- Name badges for characters
- Two blank flip charts

A. Doomed to Failure ... Or Not!

Participants describe characteristics of self-confidence.

1. Further describe what is meant by self-confidence. Say:

*“We might hear criticism from others, or we might be the one to say negative things about ourselves. The truth is no one is smart, or good, or trustworthy, or any other quality **all the time**. Each of us has times we are all these things, both good and bad, but we also strive to become better people. Unfortunately, that’s difficult to do when we repeat to ourselves the same critical comments that others are telling us. This makes it even harder to be successful at what we do because we are thinking we aren’t good enough or smart enough. It’s what we mean by a lack of self-confidence.”*

“In just a moment, we’ll watch a short skit and I’d like you to be ready to talk about the things you see that one of the actors does to ‘put-down’ or decrease the confidence of the other person.”

2. Ask for two volunteers, give them copies of the script, and have them retreat to a more private space to rehearse the skit a couple times. (**Note:** The Sammy character can be a boy or a girl. Samantha is typically a girl.) While they are practicing, ask the remaining participants to share examples of what someone might say that would “put-down” another person’s self-confidence. Write these examples on a flip chart.



(Possible responses: Saying the person is stupid, immature, careless, etc.; saying no one likes you; you look silly, weird, childish, etc.; saying you are a bad person, a cheat, a liar, etc.)

3. Give the actors a name tag with the name of their character and have them perform the skit. Thank them, give them a round of applause, and remove their name tags. Point out that they were reading a script and playing a role. They are not this way in real life! Lead a discussion with these questions:

Note: The characters in this skit are not acting in a positive way. Facilitators should make a clear distinction between what is acting and what is real. That is the reason for removing the character name tags, thanking the players, and emphasizing that they were playing a role, not being themselves.

- *What were some examples of “put-downs” that the Sammy character used on Samantha?*
- *How do you think the Samantha character was feeling when she heard the “put-downs”?*
- *What put-down statements do you think Samantha might make about herself after this encounter?*
- *What effect did the “put-downs” have on the party the two were working on?*
- *What do you think will happen the next time Sammy and Samantha have to do something together?*
- *What are some “put-downs” you can add to our list after seeing the skit?*
- *What are some of the common beliefs or messages we have that limit our potential, or make it more difficult to build our confidence and skills to be successful in our lives (Possible responses: I’m not smart; I cannot do that).*

4. Remind participants of some of the things Sammy said and ask them to imagine the beliefs or messages Samantha might tell herself as a result. Sample responses:

What Sammy Said	What Samantha Might Think
You look like a little kid in that hat	I am foolish
That’s stupid, we tried it last year	I never have any original ideas
Anyone with common sense knows that won’t work	I never have common sense
Did you steal that idea from Nona?	I am a thief
You’re being impractical	My ideas are never realistic
I don’t know why I even listen to you	I always waste other people’s time

B. Summary

Summarize the discussion of the skit by saying:

“Put-downs’ have a lot of negative effects. They weaken friendships, they lead to lowered self-esteem and lowered confidence; they reduce the likelihood of success, and make it more difficult to interact positively in the future.”



IV. Application (25 minutes)

Materials:

Handout 1: Put-Down, Turn Around

A. Doomed to Failure ... Or Not! (Continued)

Participants describe at least two examples of language and behaviors that “build up” confidence or “put-down” confidence.

1. Explain how to change negative “put-downs” and thoughts into “buildups.” Say:

“When someone gives us a put-down, it’s like a storm blowing debris or trash on our house. We can feel sad or angry that our house was damaged or we can get a hammer and paint and begin repairs. What are some ways you can build up your confidence level after a put-down?”

2. Take a few ideas from participants as examples. Distribute Handout 1: Put-Down, Turn Around. Say:

“It helps to take a closer look at your negative thought patterns to check out whether or not they are true. When you are in a good mood and when you have a positive attitude about yourself, ask yourself the following questions about each negative thought you have noticed:

Note: Point out the following questions on the handout. Participants can also circle words they hear you say.

- *“Is this message really true?”*
- *“Would a kind person say this to another person? If not, why am I saying it to myself?”*
- *“What do I get out of thinking this thought? If it makes me feel badly about myself, why not stop thinking it?”*

“The next step in this process is to develop positive statements you can say to yourself to replace these negative thoughts whenever you notice yourself thinking them. You can’t think two thoughts at the same time. So, when you are thinking a positive thought about yourself, you can’t be thinking a negative one. In developing these thoughts, use positive words like happy, peaceful, loving, enthusiastic, friendly and good.”

- *“Avoid using negative words, such as worried, frightened, upset, tired, bored, not, never, can’t.”*
- *“Don’t make a statement like ‘I am not going to worry anymore.’ Instead, say, ‘I focus on the positive’ or whatever feels right to you.”*
- *“Substitute ‘it would be nice if’ for ‘should.’”*
- *“Always use the present tense, e.g., ‘I am healthy, I am well, I am happy, I have a good job, I am succeeding at school ...’ as if the condition already exists.”*
- *“Use I, me, or your own name.”*

Note: From: Curie, Charles G. and Arons, Bernard S., *Building Self-Esteem: A Self-Help Guide*, Substance Abuse and Mental Health Services Administration, Center for Mental Health Services, SMA-3715.

http://studentservices.fgcu.edu/Counseling/Files/Building_Self.pdf



3. Ask participants to form groups of three. Have them choose in their mind between “Rain,” “Wind” or “Thunder.” On the count of three, have everyone say their choice out loud. Then have the participants form groups with one person of each category (rain, wind and thunder) represented.

4. Give directions:

“In your group of three, read the handout and add to it by taking some of the put-down statements that Samantha might have said about herself and turning them around into buildup statements.”

5. Ask the groups of three to share a few examples of the ‘buildups’ they wrote.

Note: The completion of Handout 1: Put-Down, Turn Around serves as an assessment of Objective 2.

B. Summary

Summarize by saying:

“These are all good examples of put-down, turn arounds. Sometimes it feels like we get a lot of ‘put-downs’ so it’s important to take care of yourself. Give yourself a buildup whenever you can.”

V. Assessment (25 minutes)

Materials:

Graffiti Wall Chart, markers or crayons

Personal posters from the Assessment section, “My Life as Art,” of Session 1.

A. In Plain Sight

Participants make a graffiti wall and create affirmations to add to their personal posters.

Note: This activity can be seen as an “application activity,” in which the participants apply what they have practiced, while it also serves to assess the learning objectives.

1. Hang the wall chart or lay it across the floor of the learning space. Label sections of the paper with these headings “My strengths ...” “People I can go to for help ...” “Things I have accomplished ...” “I help others by ...” “Things that make me laugh ...” Say:

“It’s important to change ‘put-downs’ into ‘buildups’ to improve your self-confidence. And there are many other ways you can feel better about yourself. I would like you to think of as many things about yourself that you can write in these categories. Let’s try to fill the space with words, phrases, drawings, and so forth that express positive things about ourselves. If you can, put something about yourself in each section.”

Note: If possible, provide magazines and/or newspapers so participants can cut out images and words that represent their feelings, thoughts, etc.



2. Distribute markers or crayons. Watch for participants who are reluctant and ask if they need help or suggestions. Be prepared to give them ideas about themselves to write in one or two sections. When people have made as much graffiti as they want, say:

“This is a great representation of the positive characteristics of everyone here, along with some great examples of people who can offer help when you need it. I’d like you to look at all the ideas here and find at least two or three that you could add to the personal poster that you made during our last session. You can add anything that speaks to you, whether you put it on the graffiti wall yourself or not. Also, choose at least three ‘buildup’ statements that you can add to your poster. You can use your ‘Resource’ index cards to write your notes, or if you have your personal poster you can write on it directly.”

Note: Be sure to collect the participants’ personal posters for use in the Application section (“What’s Most Valuable?”) of Session 4: Choosing Positive Values and later in the Assessment section of Session 7.

B. Summary

After participants have made additions to their posters or index cards, summarize the activity by saying:

“The items you just added to your personal poster or ‘Resource’ index cards are positive things about you that are worth having in plain sight, right on the outside of your ‘house.’ The poster and index card can be reminders of the good person you are, the strengths and assets you have within, and the even better person that you will become.”

Note: The activity “In Plain Sight” and the addition of affirmations to personal posters serves as an assessment of Learning Objectives 1 and 3.

C. 3-2-1!

Participants articulate how they will apply buildup statements in their own lives.

1. Hold up three fingers and ask participants to share the following with a person nearby:

“Quickly tell your neighbor three positive comments or buildup statements you think you will use between now and the next time we meet.”

2. Hold up two fingers and ask participants to share the following with a different person nearby:

“Quickly tell your neighbor two situations where you think your buildup statements will be helpful and how you might use them in your life, between now and the next time we meet.”

3. Hold up one finger and ask participants to share the following with a third person in the room (they might need to move around the room to find this new partner):

“Quickly tell your new partner one person with whom you will share something about what you learned in today’s session; maybe it’s someone who can help you practice your buildup statements.”



4. Ask participants to move around and walk in different directions so they are passing by a variety of other participants. After about 30 seconds, shout, “Freeze” (or “stop”). Have participants find someone next to them that they haven’t worked with in the past 10 minutes (or at all during this session). Say:

“3-2-1! Tell this person your three buildup statements, the two situations where you might use these statements and the one person with whom you are going to share what you’ve learned. You each have 30 seconds to share. Go!”

Note: The activity “3-2-1” is an alternative assessment of Learning Objectives 1, 2, and 3.

D. Summary

After the full minute, thank participants and say:

I want to encourage you to keep practicing what you have learned about making negative comments about others and about yourself. Remember, you can always stop to consider whether what someone says about you is really true. If it’s not true, you don’t have to repeat it in your own mind to yourself. Instead, work on ways to build your own self-confidence. Next time we’ll learn about other ways to focus on positive things in our lives.

As participants leave, hold up three fingers, then two and then one; reminding them of 3-2-1!

References:

Curie, Charles G. and Arons, Bernard S., *Building Self-Esteem: A Self-Help Guide*. Substance Abuse and Mental Health Services Administration, Center for Mental Health Services, SMA-3715.

http://studentservices.fgcu.edu/Counseling/Files/Building_Self.pdf

Note: The Disclaimer of the above document states:

“All material appearing in this report is in the public domain and may be reproduced or copied without permission from SAMHSA. Citation of the source is appreciated. However, this publication may not be reproduced or distributed for a fee without the specific, written authorization of the Office of Communications, SAMHSA, DHHS.”

Facilitator Notes for Future Improvement

Date & Facilitator Name: [What went well? What would you do differently? Did you need more/less time for certain activities?]



Flip chart 1: Development During Adolescence

Physical – Changes in body size and height and growth of sexual characteristics and body hair

Mental – Changes in thinking abilities, able to think more about the future and better understanding about how some things might cause other things to happen

Emotional – Changes in the experience and expression of feelings, stronger sense of self and desires

Social – Changes in relationships to people, friends become more important and an increased interest in being independent



Flip chart 2: Skills/Assets, Agencies/Organizations, and People

Skills/Assets:

Agencies/Organizations:

People:



Handout 1: Put-Down, Turn Around

Ask yourself some questions about each negative thought you have experienced.

- Is this message really true?
- Would a person say this to another person? If not, why am I saying it to myself?
- What do I get out of thinking this thought? If it makes me feel badly about myself, why not stop thinking it?

You cannot think both a negative and a positive thought about yourself at the same time so develop some positive statements to replace the negative ones.

Use positive words: happy, peaceful, loving, enthusiastic, warm

Avoid negative words: worried, frightened, upset, tired, bored, not, never, can't

Examples:

Negative Thought	Positive Thought
I am not worth anything.	I am a valuable person.
I have never accomplished anything.	I have accomplished many things.
I always make mistakes.	I do many things well.
I am a jerk.	I am a great person.
I don't deserve a good life.	I deserve to be happy and healthy.
I am stupid.	I am smart.

You try it!

What Samantha Might Think	Samantha's Positive Thoughts
I am foolish	
I never have any original ideas	
I never have common sense	
I am a thief	
My ideas are never realistic	
I always waste other people's time	

Source:

Curie, Charles G. and Arons, Bernard S., *Building Self-Esteem: A Self-Help Guide*. Substance Abuse and Mental Health Services Administration, Center for Mental Health Services, SMA-3715.

http://studentservices.fgcu.edu/Counseling/Files/Building_Self.pdf



Trainer Material 1: Script for Skit: Sammy and Samantha Plan a Party

Sammy: Hey, Samantha, why are you wearing that weird hat?

Samantha: It's a party hat. I'm getting in the mood for the class party we were going to plan for next week.

Sammy: Well, it makes you look like a little kid!

Samantha: Oh ... Well, anyway, I had a couple great ideas I wanted to tell you about.

Sammy: OK, what were you thinking?

Samantha: We could ask to have the party in the school garden. It would be beautiful this time of year.

Sammy: That's stupid! We tried that last year and the principal said he was afraid we'd damage something.

Samantha: Oh? ... But maybe we could offer to paint the benches or something.

Sammy: Anyone with common sense knows that won't work! We barely have money for cake and you want to buy paint and brushes too?

Samantha: I thought it was a good idea ... What about having the party down by the river?

Sammy: Yes, I already heard that idea from Nona. Did you steal it from her?

Samantha: No, I just thought of it. ... The river is a beautiful place.

Sammy: Why do you want to have the party outside? What if it rains? You're being so impractical. I don't know why I even listen to you!



Unit 1, Session 4: Choosing Positive Values

Training Manual:	Life Skills and Leadership Unit 1, Session 4
Rationale:	Identifying personal and cultural values are elements of a positive identity and assets in youth development. Youth who describe or display positive values are more likely to engage in positive behaviors and avoid negative, destructive behaviors.
Target Audience:	In-school and out-of-school youth who have completed at least primary education
Facilitator Expertise:	Peace Corps Volunteers and local counterparts who have been trained in how to use and adapt the <i>Life Skills and Leadership Manual</i> .
Time:	120 minutes
Pre-requisites:	Unit 1, Session 3
Version:	Feb-2013



Session 4: Choosing Positive Values

Date:

Time: 120 minutes

Facilitator(s):

Facilitator preparation:

1. Prepare small papers for “What’s Most Valuable?”
2. Personal posters made in the Assessment section “My Life as Art” of Session 2

Note: The personal posters made by participants in the Assessment section should be saved by the facilitator. Participants will add to them in the Application section of Session 5, and in the Assessment section of Session 7.

Materials:

- **Equipment**

1. Paper, pens or pencils
2. Five small pieces of paper for each participant (index cards or plain paper cut into fourths)
3. Art supplies such as markers, crayons, magazine pictures, glue, tape

- **Prepared flip charts**

Flip chart 1: Community activities and messages

Flip chart 2: Interview Questions

- **Handouts**

Handout 1: List of Values

- **Trainer materials**

Trainer Material 1: (None)

Learning Objective(s):

1. After analysis of activities in their community, participants will define at least two positive values and identify at least two important sources of positive values linked to their culture.
2. Working individually and in small groups, participants will identify at least two cultural values important in their community and describe how cultural values are acquired and how they affect their personal values.
3. After a forced choice activity, participants will identify at least two guiding principles for how they want to live and who they want to be.



Instructional Sequence

I. Motivation (5 minutes)

Materials:

(None)

A. Please Follow Directions

Participants learn that we are often influenced more by other people's actions than by what those people say to us.

1. Ask everyone to stand facing you. Say:

"I would like all of you to clap your hands together at the same time. Go!"

2. Notice that the clapping will not be all together in unison. Say:

"That was good, but I'd like everyone to make one big clap all together at exactly the same time. So, I will count to three. When I say 'three,' everyone clap. Ready? One. Two.

Clap your hands together. Pause a second and say:

"Three!"

3. Most people will have clapped at the same time you did, before you said "three." People will notice their mistake. Invite them to explain why they clapped before you said "three." Participants will note that they saw you lead, they followed your actions, or they were confused about when to clap, etc.

B. Summary

Summarize by saying:

"Often we don't realize we are learning a pattern or way of thinking. The messages can be very subtle. When we don't realize we have learned something, we tend to believe it has always been that way—that it is absolutely true. We learn our ideas about what is true from our family, community, and the society around us. Today we are going to talk more specifically about the truths, beliefs, and values that we believe are most important, both in our community and for each of us personally."

II. Information (35 minutes)

Materials:

- Papers, pens or pencils, tacks or tape
- Flip chart or large poster papers
- Flip chart 1: Community activities and messages



A. Positively Valuable

Participants identify positive activities in their community that influence how they view themselves.

1. Remind participants that the messages we hear from our community help shape who we are. Say:

*“Last time, in the skit about Sammy and Samantha, we learned how the things someone says about us influence our self-esteem and our self-confidence. They affect the structure of our ‘house.’ Similarly, the messages and truths we learn from our family and community go into making us who we are. They become the bricks and mortar (**Note:** Use wood and nails or other materials appropriate to your setting) that we use to build our ‘house.’ Your community has an influence on you.”*

“In addition, the choices we make and the actions we take contribute to the structure of the community. Each of us also has the ability to influence our community by the choices we make. Those choices add up and shape the kind of community we live in.”

2. Distribute papers and pens or pencils. Say:

“There are many positive things going on in your community that in one way or another influence who you are; they have helped you build your ‘house.’ I’d like you to think of activities, celebrations, or resources that your community makes available to its members. Write separate ideas on individual pieces of paper.”

3. If participants are having trouble thinking of ideas, encourage them to consider these questions, and write down their examples on their individual papers. Be prepared to give some specific examples of your own.

- *What holidays or events does your community celebrate? (Independence Day? Religious holidays? Mothers/Fathers/Daughters/Sons days? Veterans Day? Labor Day? Agriculture fairs? Craft fairs? Book fairs? Volunteer days?)*
- *How are “life events,” like births, graduations, weddings, and deaths, recognized?*
- *What public structures, like community centers, water wells, and parks, have been built?*
- *How are vulnerable people, such as children, elders, and people with disabilities, cared for?*
- *What commitments have been made for safety, health, housing, education, or nutrition?*
- *What are some positive outlets in your community for recreation, leisure, sports, or the arts?*

4. Ask participants to hang their papers on the wall or bring them to the center of the learning space. Invite people to review all the community activities. Ask participants to help get rid of duplicates and ask them for suggestions of any that might be combined. Then divide participants into groups of three to four. Distribute the community activity papers evenly to each group. If there are more groups than community activities, make duplicate activities papers. Say:

“When I asked you to clap together on ‘three’ my actions were more persuasive than my words. For example, ‘You followed my actions, not my words.’ My actions sent a message. In a similar way, these activities that you have identified in your community also send a message.”



*“I would like you to think of the messages that each activity sends to its members. Some activities may send more than one message. For example, if we had a new school in our community, a message might be that education is important. Another message might be that children have a responsibility to make themselves better. Please **write the messages on the paper** with the corresponding community activity.”*

Some questions to guide your thinking include:

Flip chart 1: Community activities and messages:

Who is the activity for?

What does the activity provide?

What do the participants in the activity expect?

5. After the groups have had a chance to complete their work, ask them to read the messages they identified and lead a discussion using any of these questions:
 - *“Which message about the values do you like the most or do you think are most important? (There are no wrong answers.)*
 - *Which messages about the values surprised you or are ones you had not thought of before?*
 - *Which messages about the values are especially relevant for youth and young adults?*
 - *Which messages about the values are important for everyone in your community?*
 - *Which community activities have the strongest or most powerful messages for youth?”*

Note: These discussion questions serve as an assessment of Objective 1.

B. Summary

Conclude by saying:

“These messages that you have identified represent some of the positive aspects of your community and of your culture. These are ideas that your culture values; ideas that are important in your culture. We learn the importance of these ideas from our parents and extended family, as well as our schools and other community or spiritual organizations.”

III. Practice (30 minutes)

Materials:

Papers with community activities and messages from Information section
Flip chart 2: “Interview Questions”

A. Where Values Come From

Participants describe how cultural values are acquired and how they affect personal values.

5. Encourage participants to identify multiple ways they have come to believe these values. Gather the papers with community activities and messages and randomly distribute one to each person. Make duplicates if you do not have enough papers, or you can have participants work with a partner. Say:



“I would like you to imagine that you are a newspaper or radio reporter. Your challenge is to discover some of the ways that other people have learned about the values and messages expressed on your paper. For the next few moments, I want you to move about the learning space and interview at least three different people. Ask them to give you examples of how or from whom they learned your message.

“For example, if your message is that education is important, someone might say that they learned this value when their older sister helped them with their schoolwork. You can refer to Flip chart 2: Interview Questions as a reminder of the information you are trying to gather.”

6. Expect a lot of activity as participants interview each other. After a few minutes, give several participants a chance to share their message and some of the ways they found that people learned about it. Lead a discussion using questions similar to these:
 - *What was your value and what are some of the ways people learned about it?*
 - *Who were the “teachers” of the value?* (Possible answers: parents, relatives, school teachers, spiritual leaders, friends, media [television, radio, books, music, etc.]
 - *What institutions or organizations help teach the value?* (Possible answers: schools, spiritual communities, health clinic, etc.)
 - *How often did people realize they were learning a value while it was happening?*

Note: This discussion also serves as an assessment of Learning Objectives 1 and 2.

B. Summary

Conclude the exercise by saying:

“Remember, we did not realize we were learning these messages, yet we have used them to build our ‘house’!”

IV. Application (45 minutes)

Materials:

- Five small pieces of paper for each participant (index cards or plain paper cut into fourths)
- Handout 1: List of Values
- Pens or pencils
- Personal posters made in the Assessment section “My Life as Art” of Session 2
- Art supplies such as markers, crayons, magazine pictures, glue, tape

A. “What’s Most Valuable?”

Participants identify at least two guiding principles for how they want to live and who they want to be.

1. Make a preliminary assessment of the level of understanding that participants have about values. Ask:

“What do you think values are and what are some of your values?”



2. Listen to a few responses, then share your own definition with an explanation of how values influence our decisions. Say:

“Values are the qualities and principles that guide our lives. They are the beliefs we have about “what is good” or “how things should be” or “how things might be.” They form the basis of our decisions and inform how we interact with other people. For example, if you value honesty, you will likely play fair with your friends and follow the rules at school. If you value patience, you will probably remain calm when you have to wait your turn and not get upset if someone demands you do something for them. Or if you value courage, you will be more likely to stand up for yourself when you can’t get what you need or when someone acts like a bully.”

3. Distribute pens or pencils and Handout 1: List of Values and say:

“Here is a list of different values. Please read through the list and ask me about any that are unclear to you. Then draw a circle around five values that are the most important to you.”

4. Allow a few moments to answer questions about definitions so participants can choose their five most important values. Distribute five small pieces of paper (or index cards) to each person and ask him or her to write one of his/her five favorite values on each paper. Then challenge participants to be more thoughtful about which values are important in their lives. Say:

“Imagine that you are about to travel on a long, adventurous, journey. You’ve got to make an early start so you don’t have much time to pack and with such short notice, you can only pack one bag. There are many things you’d like to take – like all five of your values – but, unfortunately, there is only room for four of them in your bag. You will have to leave one of your values behind. Please look at the five values on your papers and choose one that you no longer need and give it to me now.”

5. Collect a slip of paper with a value from each participant. (Participants will have some difficulty choosing which value to give up.) Say:

“Thank you for giving up one of your values. I know it was difficult to make that decision, but at least you have four values left to guide you on your long journey. Unfortunately, you just had to wade across a small river because the bridge was washed out. Regrettably, one of your precious values got soaking wet. If you leave it in your bag, it will spoil other important possessions. You better take it out of your bag and leave it behind. Please look at your four papers and give me one that you think you can live without. You will no longer have this value on your journey.”

6. Collect a second slip of paper with a value from each participant. If some participants have trouble deciding what to give you, be polite but persistent in your request. Say:

“It was really bad luck to have to give up that value! At least you still have three good, solid values that are important to you and will help you on this journey. Those values will help you make decisions about your family and friends, how to use your time, how to spend your money, and many other things. It’s good that you have them!



“Unfortunately, this next part of your journey takes you through a parched, dry desert. Things are looking pretty bad for you in this heat with such a heavy load in your bag and very little water. Rather than run out of strength entirely, it’s better for you to give up another value. I need you to look at your three remaining values and choose one that you think you can live without and leave it in the desert. Please hold it up now so I can take it.”

7. Collect a third slip of paper from each participant. At this point, participants will become more reluctant to give up one of their values. Be persistent with your request but don’t force people to give up a value if they absolutely refuse. Make a mental note of interesting reactions like this and be prepared to refer to them in the discussion later. Say:

“I know that was difficult for many of you but the desert is very harsh! I imagine that you are feeling rather protective of the two values you have left and that you would like to hang onto them and keep them safe. For that reason, I am especially sorry to inform you that your journey has taken you to a steep mountain. In order to climb the sheer rock walls, you will need to lighten your load. So I must ask you to give me one of your two remaining values. This will be critical if you are to climb the mountain and reach your eventual destination. Please look at them and consider carefully, then give me the value that you think you can continue your travels without.”

8. Collect a fourth slip of paper from the participants. Again, you will need to be persistent to get some participants to give you another slip of paper. Take some mental notes of participants’ reactions, such as reluctance, uneasiness, laughter, or arguing. Say:

“Well, you certainly have all been dedicated travelers on this very difficult journey – especially since you’ve had to make some tough decisions. You now have one value that is very important for you. It is one that you have kept longer than any of your other values. Please take a good, long look at your last value because (pause for dramatic effect) you have reached the top of the mountain and the end of your journey so you may keep that value!”

9. Engage participants in a discussion that will help them draw conclusions from the activity and enable them to see its relevance to their lives. Select appropriate questions from this list:

- How did you feel as you gradually gave up or lost your values? (Possible responses: angry; uncomfortable; sad; didn’t want to give up a value)
- What reactions did you notice other people having? (Possible responses: angry; frustrated; upset; some people did it more easily than others)
- What other situations is this similar to? (Possible responses: choosing what activities I do in my community; completing multiple school assignments; finishing my chores at home)
- What are scenarios when you have had to give up one of your values? (Possible responses: choosing among social groups at school or in community; choosing whether to participate in risky activities; choosing whether to help a friend by providing answers for a school test; taking something that isn’t yours to help a friend or family member)
- What did you learn about your own values and holding values in general? (Possible responses: when making choices, it is helpful to know which values are important, or which ones are more important than others in that situation; it can be difficult to clarify what is most important to me)



- If we did this activity again, what might you do differently? (Possible responses: I would ask more questions before giving up a value; I would refuse to give away as many values; I would find ways to group several values under the heading of one value)
- Knowing what you know now, how might you react when someone asks you to do something against your values? (Possible responses: I will think about what values are most important to me; I will consider whether I have to give up a value in order to go along with that person; I'll think about how it will make me feel; I'll wonder whether it's worth it)

10. Think – Pair – Share: Ask participants to each quietly think for a few moments about a situation where it may be important to “give up,” reconsider, or compromise, one of their values. Ask participants to briefly share their thoughts with another person sitting next to them or in a group of three.

B. Review

Review concepts by saying:

*“This was just a simulation and of course, **you have all your values all the time.** But, having our values symbolically taken away gives us a chance to talk about what it’s like to give them up in real-life situations. It’s never easy to compromise our beliefs, but sometimes we may feel there is no other choice. That’s when we need to **focus on the values that are most important to us.**”*

11. Help participants make connections between their values and the view they have of themselves, as expressed in their personal posters. Say:

“Look at your original Handout 1: List of Values. How do the five values you originally chose fit together and complement each other?”

12. Listen to two or three examples that participants give, then choose from among the following discussion questions to engage participants in a learning conversation:

- Give an example of how your values have helped you make an important decision.
- What challenges do young adults have in staying consistent with their values?
- How do your values fit with your personal posters [made in the Assessment section (“My Life as Art”) of Session 2]?
- Add words, drawings, or pictures to your personal poster to represent two of your most treasured values.

Note: The last two bulleted discussion points of Step 12 also serve as an assessment of Learning Objective 1.

Note: Be sure to collect the participants’ personal posters because they will be used again in the Application section of Session 7.

C. Summary

Allow time for participants to make additions to their posters before you summarize. Conclude the activity by saying:

“Each time we feel our values being tested, we have an opportunity to re-evaluate what is really important to us. As this happens, we become clearer about who we are. The picture we have of ourselves becomes more complete and the house we are building for our future is that much stronger.”



V. Assessment (5 minutes)

Materials:

(None)

A. Back to Back, Face to Face

Participants review important points of the session.

1. Ask participants to become partners with the person next to them and stand back to back. (If the number of participants is odd, the leader can pair up with one participant.) Say:

“I’d like to get a quick idea of how helpful this session was for you today. I’ll ask you a question. While your back is to your partner, you can think about your answer. When I say, ‘Face to face,’ turn around and take a few moments to share your answer with your partner. Ready? Here is your first question: ‘What is something about values that you had never thought of before?’”

2. Pause a moment so participants can think, then say, “Face to face.” After participants have had a brief conversation, say:

“Please turn back to back for your next question: ‘Which two of your values might you choose as guiding principles in your life and why?’”

3. Pause a moment so participants can think, then say, “Face to face.” Allow for a brief conversation, then say:

“Please turn back to back for your next question: ‘What is something you learned about your values that you will use in the next few days?’”

4. Pause a moment so participants can think, then say, “Face to face.” Allow for a brief conversation, then say:

“Thank your partner or sharing his or her ideas and for listening to yours.”

Note: These questions serve as an assessment of Learning Objective 3.

B. Summary

Ask for everyone’s attention before you summarize. Say:

“Thank you for sharing all your great ideas about values. Today we’ve talked about how our values are learned from our parents, friends, community, and culture. We’ve seen how we use them to make decisions and you’ve had a chance to identify several values that are especially important to you. The next time we meet, we’ll be focusing on how our values and other factors influence the way we see and interpret the world around us.”



References:

For further reading about values and their effects on decision making:

Senge, Peter. *The Fifth Discipline Fieldbook*. Doubleday. New York. 1994. ISBN 0-385-47256-0.

Facilitator Notes for Future Improvement

Date & Facilitator Name: [What went well? What would you do differently? Did you need more/less time for certain activities?]



Flip charts

Flip chart 1: Community activities and messages

- Who is the activity for?
- What does the activity provide?
- What do the participants in the activity expect?

Flip chart 2: Interview questions

How did you learn this message or value?

Who taught you this message or value?



Handout 1: List of Values

List of Values

**These are examples of personal values.
You may add any others you wish.**

Adventure	Freedom	Optimism
Assertiveness	Friendliness	Patience
Calmness	Fun	Playfulness
Caring	Gratitude	Privacy
Cheerfulness	Hard work	Quality
Commitment	Helpfulness	Reliability
Competition	Honesty	Resourcefulness
Confidence	Hope	Respect
Cooperation	Humor	Safety
Courage	Individuality	Self-control
Dependability	Intelligence	Service
Determination	Justice	Speed
Directness	Learning	Sympathy
Endurance	Love	Teamwork
Enthusiasm	Loyalty	Truth
Fairness	Open-mindedness	Unity



Unit 1, Session 5: Understanding Mental Models

Training Manual:	Life Skills and Leadership Unit 1, Session 5
Rationale:	Identifying and understanding mental models are elements of understanding oneself and the community and are assets in youth development. Youth who are self-aware and can describe their mental models are more likely to engage in positive behaviors and avoid negative, destructive behaviors.
Target Audience:	In-school and out-of-school youth who have completed at least primary education
Facilitator Expertise:	Peace Corps Volunteers and local counterparts who have been trained in how to use and adapt the <i>Life Skills and Leadership Manual</i> .
Time:	120 minutes
Pre-requisites:	Unit 1, Session 4
Version:	Feb-2013



Session 5: Understanding Mental Models

Date:

Time: 120 minutes

Facilitator(s):

Facilitator preparation:

1. Make signs that say “Agree,” “Disagree,” and “Not Sure.”

2. Personal posters from the Assessment section of Session 2.

Note: If you have participants who have not attended Session 2 and had a chance to make a personal poster, they can begin working on one for themselves while other participants are adding to their posters.

Note: The personal posters made by participants should be saved by the facilitator. Participants will add to them in the Assessment section of Session 7.

3. Before the Assessment, ask someone to volunteer as your helper. Coach them to be a visitor from another planet. All they need to do is speak a few words in gibberish or nonsense. Explain that you will interpret their words for the group. (Alternatively, a co-trainer can be the visitor.)

Materials:

- **Equipment**

1. Paper and pens or pencils
2. Signs that say “Agree,” “Disagree,” and “Not Sure”
3. Markers or crayons

- **Prepared flip charts**

Flip chart 1: Different Points of View

Flip chart 2: Influences on My Mental Model

- **Handouts**

Handout 1: (None)

- **Trainer materials**

Trainer Material 1: Agree or Disagree Statements

Learning Objective(s):

1. After a continuum activity and discussion, participants will identify at least one element of their mental models, and compare it with the mental models of their peers.
2. Working in small groups, participants will identify and describe at least two important influences on their personal values.



Instructional Sequence

I. Motivation (10 minutes)

Materials:

Paper, pens or pencils

A. Draw a Hand

Participants draw a simple sketch to discover how their perspective is always limited.

4. Distribute paper and pens or pencils to each participant. Say:

“I would like you to draw a picture of a hand on the paper I have given you. I will check with you to see how you are doing in a few seconds. Please begin.”

5. After 45 seconds, announce the end of the drawing time even if some participants are still working on their drawing. Ask how many people looked at their hands or their neighbors’ hands to draw the picture. Most likely, very few participants took advantage of that opportunity. Ask:

- *“If you did not look at your hand to make your drawing, how did you draw it? (Possible answers: I thought about how a hand looks; I drew a hand the way I always draw one.)*
- *Why do you think so few people took the opportunity to look at their own hand while making their drawing? (Possible answers: People already know what a hand looks like; People just didn’t think of doing that.)*
- *It is not uncommon that we take an action based on a picture or idea that we have in our mind instead of looking at the world around us. What are some other situations where we do something or respond to someone without using other information that is nearby? (Possible answers: Finishing the sentence of a friend who is talking to you; Answering someone’s question before he or she finishes; Deciding whether you like someone before you’ve gotten to know him or her; Determining you can’t do something before you’ve tried; Doing a school assignment or a project at home without finding out what the teacher or your parents wanted.)*
- *What was the picture you had of what an American Peace Corps Volunteer would be like before I [he or she] arrived? How did you adjust that picture afterward?”*

“When our actions or speech are based upon the ‘picture’ or ideas we have in our mind, we say that we are using a ‘mental model.’ A mental model is the way we look at and think about the world around us. It is based upon our experiences, the things our parents have told us, what we learned in school, the lessons of our religion, our cultural point of view, and many other factors.

“Having a mental model means we can respond quickly and appropriately in many situations without having to stop and figure them out. For example, if your teacher says you are going to have a test next week, you have a pretty good idea of what to expect and how to prepare.



“But relying on our mental models also means that we might make assumptions or ignore information that would be helpful to us. For example, if someone’s mental model of a doctor is that ‘doctors are male,’ that person might have less respect for a doctor if he or she sees that the doctor is a woman. Or someone might pay less attention to a mayor or community official who is very young, if his/her mental model of a mayor is an older person.

“We cannot stop using our mental models but we can slow down our thinking and decide whether our mental model is accurate or whether we should add other information that is around us. For example, your idea of what a Peace Corps Volunteer would be has probably changed after meeting me [him or her].”

6. Invite people to ask questions about mental models or give other examples of mental models they might have.

B. Summary

Summarize by saying:

“It is very common for us to act upon our mental models without checking to see whether there is more information we should include. As a result, our mental models frequently distort reality and may result in unrealistic decisions. For the remainder of our time today, we’ll be learning more about mental models, where they come from, and how to recognize them so we don’t make hasty decisions.”

II. Information (30 minutes)

Materials:

- Signs that read “Agree,” “Disagree,” and “Not Sure” posted at opposite ends of the learning space
- Trainer Material 1: Agree or Disagree Statements

A. Values Continuum

Participants respond to a series of “agree” or “disagree” statements or situations by moving to the appropriate side of the room that best expresses their values.

6. Post a sign that says “Agree” at one end of the learning space and post one saying “Disagree” at the opposite end. Put one between the two saying “Not Sure.” Say:

“I’d like to give you a chance to learn about your mental models and the mental models of the other participants. I’m going to make a series of statements. You decide whether you agree or disagree and move to stand by the appropriate sign. If you are not sure how you feel, you can stand at the middle sign ‘Not Sure.’”

7. Read the first statement. Give people a moment to make their decision and move to the corresponding sign. Say:

“There aren’t really any right or wrong answers because each of us has made our decision based upon our own mental model – and everyone’s mental model will be a little bit different. But just look around



and notice where you are standing in relation to other people. Now take a few moments and form a group of people from those who are near you. Talk to each other about why you chose to stand where you are.”

8. Allow a few moments for conversations, then invite any small group to give some of the reasons they have for why they agree, disagree, or are unsure about the statement. Say:

“You can begin to see how our different mental models can help explain why we have different opinions even on very simple topics. Let’s see what happens with other topics.”

9. Read each successive statement, allow people to make their decision and their move. Do not ask participants to discuss every statement in small groups. However, as the statements become more significant or controversial, you can ask them to have a short conversation and share a few ideas about why they agree or disagree. This will give you opportunities to highlight differences in mental models. You can stop making statements and asking participants to respond to them at any point that they understand the concept of mental models. Then, invite people to sit for a discussion using questions from among this list that seem most appropriate:

- How did you feel having to form an opinion about the statements?
- How did it feel to be in a large group, a small group, or all by yourself?
- Which statements were most difficult to form an opinion about?
- What decisions did other people make that surprised you?
- What was it like to share your reasoning with people whose ideas were similar to yours?
- What was it like to hear the reasoning of people who chose the opposite view from you?
- What are some examples of how you understood someone better or may have changed your mind a bit after listening to the explanation of someone from the opposite side?
- How do you explain that people had such different opinions about the statements?

B. Summary

Summarize by saying:

“The differences in our opinions come from the different ways we view the world – our mental models. Sometimes we don’t even realize the impact our mental model has on our thinking or our actions. By talking about our own mental models and asking other people to clarify theirs, we can see more of the world around us. It’s like drawing a hand by looking at what’s in front of us rather than just relying on our memory of what a hand looks like.”

III. Practice (35 minutes)

Materials:

Newsprint, markers
Flip chart 1: Different Points of View

A. Values Continuum (continued)

Participants identify the impact mental models have on their thinking.



7. Explain to participants that you would like them to have some practice with different mental models.
Say:

“We’ve been making comparisons between how you grow as an individual and building a house. If you look out from your house at the street (or path, or field, etc.) from your front window, what you are able to see will appear very different to someone who is looking from the window of his or her house across the road. This next activity will give you a chance to imagine how a single situation might be viewed differently depending on whose mental model we consider.”

8. Ask participants to help you make a list of situations they might encounter in which there could be a disagreement. Encourage them to come up with five or six examples and write them on a flip chart. (e.g., A friend asks to borrow your clothes; Parents want you to come home early; A teacher scolds you at school; Someone on the street asks you for money.)

9. Post Flip chart 1: Different Points of View. Divide participants into groups of three to five and say:

“I’d like you to think about each of these situations and imagine how it would look from the point of view of at least three different people. Have a conversation about what the mental model of each of those three people might be. (For example, if the situation is a friend wanting to borrow clothes, there is the friend, the person who has the nice clothes, and that person’s parents.) Try to answer the questions on the flip chart for each person in the situation.”

Note: If you wish, you can assign a different situation to each group. Then, after each group shares their situation, other groups can offer an opinion.

10. Ask each group of participants to share their conversation about one of the situations so that every group has a chance to talk at least once. After each group shares, invite other groups to comment about the same situation. Follow up with discussion questions like these:

- What surprises came up as you talked about the mental models that other people have?
- What difficulties did you have as you tried to describe different mental models, other people’s points of view, or others’ understanding?
- What do you understand differently about these situations after considering more than one mental model?
- What might you say to each of the people in the situations?

B. Summary

Conclude the exercise by saying:

“Each of us has our own ‘house’ with windows that determine which direction we look out and how much we can see. Even though we might see a lot from inside our house where it’s comfortable, we can never see everything. It’s important to ‘lean out of the window’ or ‘walk outside of our house’ and ask ourselves what we might be missing.”

Note: The discussion in Step 4 may require more time if it goes well. In this case, it may be appropriate to end the session after the discussion and continue the next session with the Application that follows. If you decide to do this, you can begin the next



session with a review of what a mental model is for Motivation. You can even ask people to draw a picture of a hand then ask what they did differently from the first time they drew their hand and how they either used their mental model or questioned their mental model.

IV. Application (35 minutes)

Materials:

Personal posters from the Assessment section of Session 2
Flip chart 2: Influences on My Mental Model

A. Who Built Your House?

Participants identify and describe at least two important influences on their personal values.

6. Explain that our mental models are neither right nor wrong. Say:

“We all think and take actions based on our mental models, but one person’s mental model is not better than another person’s. What I see looking out the window of my ‘house’ is not better or worse than what you see, it is only different. We see the same situations differently because we have built different ‘houses’ for ourselves, with windows that allow us to look in different directions. When we become clear about HOW we have built our ‘house’ we will have more control about how we respond to people who are different from us.”

7. Return the personal posters to their owners. Match each person with a partner that he or she doesn’t know well or with whom they have not spent much time in conversation so far. Refer to Flip chart 2: Influences on My Mental Model and say:

“Please take several minutes and talk to your partner about your poster. Describe the different elements, pictures, and words on it. Then talk about the events in your life, the people who are close to you, your experiences, and things you have learned from school, relatives, friends, your religion, and your culture.”

8. Give pairs about 20 minutes to share with each other. Then bring participants together for a discussion:

Note: This activity is intended to be personal so don’t insist that participants share specific information if they don’t wish to. Encourage them to answer the questions without sharing their personal situation.

- How did it feel to describe the influences that have made you who you are?
- What did you learn about yourself in the process of sharing your poster?
- What did you learn about your partner that surprised you?

9. Distribute markers or crayons and invite people to make additions to their posters. Say:

“You now have some new insights about yourself and the ‘house’ you are building. Please feel free to add any words or phrases to your poster that describe the events, people, traditions, and so forth that have influenced you the most.”



10. Give people time to work on their posters. Then invite interested participants to share their posters with the group.

Note: If you have divided this session into two, use any extra time for participants to expand upon their personal posters.

B. Summary

Summarize by saying:

“When you think about all the things that have influenced the ‘house’ you are building for yourself, you probably notice that there are some influences you did not choose, like the family you were born into, your gender, community, or culture. There are also some influences that you do have choices about, such as the friends you spend time with or the values that guide you. The important thing is that you can use all these influences to build the kind of ‘house’ that you want for your future.”

V. Assessment (10 minutes)

Materials:

(None)

A. Visitor from Another Planet

Participants use humor to review important concepts from the training.

1. Invite people to review the important things they have learned from the training. Say:

“I have invited a very special guest to join us today. This person is visiting us from another planet across the galaxy with a highly intelligent civilization. That civilization has been monitoring our class and this visitor has understood everything that we’ve talked about. Unfortunately she [he] cannot speak any language known to us here on Earth. The good thing is that we Earthlings can easily learn her [his] language. I am very familiar with it and I think you will learn it quickly too.”

2. Turn to the visitor and say:

“Do you, our honored visitor, have any questions for the group about values and how we learn them?”

3. Pause to let the visitor speak nonsensically, then say:

“I think our visitor is asking whether anyone can list two or three things that have influenced their mental models.”

4. Invite a few people to respond. Turn to the visitor and say:

“That was a great question. Do you have any other questions that will help us review what we’ve learned today?”

5. Let the visitor speak unintelligibly again. Instead of immediately translating, ask the participants if anyone is willing to translate the question. (Encourage people by telling them that anyone can think of



a question that is a suitable interpretation of what the visitor has asked.) Invite participants to answer the question.

6. Continue in this manner of having the visitor ask nonsensical questions and having participants translate the questions and answer them. If participants are unable to think of questions, be prepared to select from the following list:

- Why is it important to know what your mental models are? (Possible answer: mental models influence our thinking and actions in ways we don't always realize)
- What are two of your guiding principles or values for your life?
- What are some of the ways you have learned your values? (Possible answers: from parents, elders, teachers, community)
- What are some factors that have influenced the formation of your values? (Possible answers: gender, age, family situation, culture)

Note: The questions in “Visitor from Another Planet” serve as an assessment of Learning Objectives 1 and 2.

B. Summary

Conclude by saying:

“Thank you for sharing your insights and the important things you have learned with our distinguished guest! I hope this conversation has reinforced your understanding of the ways our values have been shaped and influenced, as well as the ways that our mental models continue to affect the way we view and understand the world around us. This will be important to keep in mind because next time we’ll learn about how our emotions also shape the way we view the world.”

References:

The activity “Draw a Hand” was inspired by

Thiagarajan, Sivasailam and Tracy Tagliati. *Jolts! Activities to Wake Up and Engage Your Participants*. San Francisco: John Wiley & Sons, 2011.

The activity “Visitor from Another Planet” was inspired by

Koppett, Kat. *Training to Imagine*. Sterling, Virginia: Stylus Publishing, 2001.

For additional ideas of active learning strategies:

Thiagarajan, Sivasailam and Raja Thiagarajan. *Design Your Own Games and Activities*. San Francisco: John Wiley & Sons, 2003.

Facilitator Notes for Future Improvement

Date & Facilitator Name: [What went well? What would you do differently? Did you need more/less time for certain activities?]



Flip chart 1: Different Points of View

What might this person want?

What does this person care about most?

What might this person think or feel if he or she doesn't get what s/he wants?



Flip chart 2: Influences on My Mental Model

How has your mental model been influenced by...

Events in your life

Family

Friends

Things learned from school

Your religion

Your culture

Your experiences



Trainer Material 1: Agree or Disagree Statements

Read each statement and allow time for participants to choose where to position themselves between “Agree,” “Disagree,” and “Not Sure.” Give them a few minutes to talk with people nearby about why they made the choice they did.

Note: The exact statements you use are unimportant as long as they offer an opportunity for choice. Select statements from this list that are culturally and contextually appropriate for your group. Substitute culturally appropriate words for the underlined words. The important thing is to gradually progress from statements of lesser importance and controversy to statements that will likely elicit stronger opinions.

Chocolate is the best ice cream flavor.

Springtime is the best season of the year.

The most favored child in the family is the youngest.

Elders should always be respected.

Older children should do two hours of household chores every day.

Students should always finish their homework before meeting their friends.

Youth should work outside the home to earn money for their family.

Someone with a disability should have the same chance to work as anyone else.

Women should receive the same pay as men if they are doing the same work.

It’s OK to live with your boyfriend or girlfriend if you are not married.

Parents should help you decide who you will marry.

When you are an adult, you should live in the same community as your immediate family.

It’s OK to help a friend by telling [him/her] an answer for a test at school.

If someone is convicted of theft, they should repay five times the amount that they stole.

It’s acceptable for teens to drink alcohol as long as they don’t get caught by the police.



Unit 1, Session 6: Stress and Emotions

Training Manual:	Life Skills and Leadership Unit 1, Session 6
Rationale:	Identifying and addressing stress and emotions are social competencies and assets in youth development. Youth who describe and demonstrate these competencies and manage their stress and emotions are more likely to engage in positive, constructive behaviors and avoid negative, destructive behaviors.
Target Audience:	In-school and out-of-school youth who have completed at least primary education
Facilitator Expertise:	Peace Corps Volunteers and local counterparts who have been trained in how to use and adapt the <i>Life Skills and Leadership Manual</i> .
Time:	120 minutes
Pre-requisites:	Unit 1, Session 5
Version:	Feb-2013



Session 6: Stress and Emotions

Date:

Time: 120 minutes

Facilitator(s):

Facilitator preparation:

1. Gather supplies and copy handouts.
2. Prepare flip chart headings.
3. Prepare a ball of string or yarn for “Tied up in Knots.” Tie knots in the string at random intervals from 6 inches to 2 or 3 feet apart.

Note: This session is based on the simplified assumption that we are happier when more of our needs have been met. However, some people who have many of their needs met and also have many material possessions are unhappy. In contrast, some people who have very few of their basic needs, such as food and shelter, are still quite happy. One reason for this (again, a simplified explanation) is that people have different degrees of resilience, or the ability to spring back after stressful situations. People with more assets (see Trainer Materials for Unit 1, Session 1) tend to be more resilient. Knowing what one needs and learning ways to manage one’s stress are personal assets that can help a person build their resilience.

This will be an especially important point to keep in mind when working with street youth, homeless youth, orphans, and vulnerable children. These young people may need extra coaching to understand that *what* a person has is less important than *how they use* what they do have.

Note: Be sure to keep Flip chart 2: Reducing Stress with the additions made by participants for use in the Motivation section of Session 7.

Materials:

• Equipment

1. An empty school bag or shopping bag
2. Several books – any title is OK (See Motivation Activity)
3. Flip chart or heavy paper
4. Markers or crayons
5. Small ball or other safe object to toss
6. Ball of string, yarn, or twine

• Prepared flip charts

Flip chart 1: Emotions and Needs

Flip chart 2: Reducing Stress

• Handouts

Handout 1: What We Need

• Trainer materials

Trainer Material 1: Script for Relaxation Activity (“Relax and Chill”)

Learning Objective(s):

1. After role-playing typical situations that adolescents might encounter, participants will identify at least three different emotions they experience during adolescence or young adulthood and link them to basic needs that may be unmet.
2. After group sharing and discussion, participants will identify at least one “Pet Peeve” (annoying event) and at least one strategy for finding positive alternatives to getting angry.
3. After brainstorming and discussion, participants will identify at least three anger or stress management strategies that they can use in their daily lives.



Instructional Sequence

I. Motivation (10 minutes)

Materials:

- An empty school bag or shopping bag
- Several books

A. The Weight of Stress

Participants identify the negative effects of accumulated emotional stress.

1. Invite a volunteer to assist you. Say:

“I need some help introducing today’s topic. Would one of you be willing to hold this school bag for a few moments?”

2. Hand the bag to a participant and instruct that person to hold it in her or his hand, extending the arm straight out at a right angle from the side of her/his body. As you mention each of the following stressors, add another book to the bag while coaching the volunteer to keep her/his arm straight.

“We all have many responsibilities in our lives. Some are at home, like taking care of brothers and sisters, doing household chores, and helping to cook or clean. Some responsibilities are at school, like doing homework, writing papers, preparing experiments, or getting ready for examinations. Other responsibilities are in your community, like getting along with neighbors, attending a youth club, or participating in a religious community. Still other responsibilities are with your friends, meeting them after school or on weekends, being in a musical group or on a sports team together, or just hanging out.”

3. By now the volunteer is probably straining to keep her/his arm out straight. If not, ask how much longer s/he would be able to maintain this position without becoming tired. How easy would it be for her/him to keep holding all these “responsibilities?”

“The more responsibilities that get piled onto us (or that we accept), the harder it is to keep holding them all up. Eventually we become tired.”

4. Relieve your volunteer of her/his burden, thank her/him, and ask her/him to sit down. Ask participants to list other emotions or effects they have felt as a result of the weight of too many responsibilities all at once. (Possible answers: anger; resentment; frustration; loss of sleep; anxiousness; fear; feeling smothered or crushed; feeling like there is no way out.)

B. Summary

Say:

“Having to deal with many different responsibilities all at once creates stress. Too much stress can affect your sleep and make you more likely to become sick. It can harm your relationship with friends



and parents and lead to depression. Today we are going to learn about how to respond to stress in ways that you can be happier and stay stronger emotionally.”

II. Information (30 minutes)

Materials:

Flip chart 1: Emotions and Needs
Markers or crayons

A. What’s Up Here?

Participants identify various emotions typically experienced during adolescence.

1. Divide participants into groups of two or three. Explain the purpose of the next activity and the process that will be used. Say:

“Youth and young adults deal with all sorts of emotions that cause stress and make it difficult to solve problems, make decisions, or interact positively with others. We’d like to identify some of these emotions and talk about why they can cause such problems. In your small group, I’d like you to invent and act out a situation that someone might have that’s potentially stressful or emotional.

“I’ll give you a category and you can invent and act out a realistic situation. I’m not asking you to share anything personal so it shouldn’t be your own situation. Instead, invent a situation you think many young people encounter or that is similar to what you’ve heard other people talk about. Your role-play only needs to be two or three minutes long.”

2. Suggest some very general areas as subjects, such as teens and parental control, peer pressure, school and academic challenges, risky behavior with drugs, alcohol or other substances, gangs or illegal behavior, sexual activity, etc. Let them have 5-10 minutes to choose, invent, and practice their role-play.

Note: It is important that participants be encouraged to act out a situation that is relevant to them, so give them plenty of time to think of something that fits their reality rather than assuming the types of situations they might be dealing with.

3. Invite each group to perform their role-play. After each role-play, ask participants to identify the emotions that the characters might have been feeling. Write responses on the “Emotions” side of Flip chart 1: Emotions and Needs. (Be prepared to define some of the possible emotions adolescents feel: affection, anger, fear, love, passion, rage, self-consciousness, shyness, etc.)

Note: Keep these discussions about emotions and unmet needs short so the flow of the role-plays is not interrupted and each team has adequate time to share their performance.

B. Summary

Conclude the role-plays by thanking everyone for their creativity and their insight about the emotions and needs of the characters portrayed. Lead the group in a round of hearty applause. Say:

“There certainly is a wide range of emotions that you experience as adolescents. Next, we’ll look at how to manage those emotions productively.”



III. Practice (30 minutes)

Materials:

Flip chart 1: Emotions and Needs

Handout 1: What We Need

A. What's Up Here? (Continued)

Participants practice identifying the unmet needs that are being expressed through emotions.

11. Help participants make the connection between emotions, unmet needs, and actions that result. Say:

“Our emotions are strongly connected to our needs. When our needs have been met, we tend to feel happier, more hopeful, and connected more strongly to others. When our needs are not being met, we often feel threatened, fearful, angry, shameful, or other negative emotions. As a result, we may say or do things that hurt people and damage our relationship with them. But, if we can become aware of the unmet needs behind emotions, we can begin to communicate and interact more positively with other people.”

12. Distribute Handout 1: What We Need to the participants. Talk about the handout with participants and explain the connection between emotions and needs. Ask them to recall the situations they just acted out and the emotions they identified from those situations. Ask participants to think back and speculate about what each character might have wanted or needed in those situations. Write the possible needs people had on the “Needs” side of Flip chart 1: Emotions and Needs.

13. Lead a discussion using these questions (which are also on Handout 1):

- Which of these needs are most important to you?
- What are some needs you would add to this list?
- Which needs do you think you are able to go without having for a while?
- How have you reacted and what have you done when you couldn't get something you needed?
- How does knowing about these needs help you better understand the feelings of others?
- Which needs do you think are most important to youth and young adults in general?

14. **Think – Pair – Share:** Ask participants to each quietly think of at least one emotion they frequently experience and the needs those emotions might be connected to for them. Ask each participants to briefly share her/his thoughts with another person sitting next to her/him.

Note: If participants don't feel comfortable sharing a personal emotion, you can suggest they write down some of their thoughts to help clarify their thinking. Be respectful of their privacy and do not collect what they have written.

Note: Think—Pair—Share serves as an assessment of Learning Objective 1.

B. Summary

Conclude the exercise by saying:



“There are both physical and emotional needs that we must have met in order to keep our ‘house’ well maintained and strong. When you are feeling down, angry, or upset, you can figure out what you need in the situation. Perhaps then you can find another way to have that need met. If you can’t, at least you will have a better understanding of why you are unhappy and maybe you can make a plan to meet those needs over the long term.”

Note: If you have had a rich, lengthy discussion and think having a break would be helpful, it is possible to end the session here and continue at the next meeting with the Application and Assessment activities. Let participants know that in the next activity they will identify helpful ways to reduce stress and manage the emotions they have been discussing.

IV. Application (30 minutes)

Materials:

- Ball of string, yarn, or twine prepared with knots spaced randomly along its length
- Flip chart 2: Reducing Stress
- Trainer Material 1: Script for Relaxation Activity (“Relax and Chill”)

A. Tied Up In Knots

Participants invent alternative strategies to becoming angry about their pet peeves.

11. Explain to participants that they can anticipate their feelings and reactions to troublesome situations and be prepared to respond in more positive ways. Say:

“Most of us have things that bother us on a regular basis. This could be things people say to us, things people do, or situations we often find ourselves in that make us feel angry or upset. Examples could be a younger brother or sister using our things without permission, a parent ‘nagging’ us to do household chores, a peer who says embarrassing things about us in front of others, or people who are pushy and have bad manners.

“We call these ‘pet peeves’ because they are small annoyances that seem to follow us around, like a pet cat or dog. When an animal spends too much time in a house or building, it makes a big, smelly mess! Similarly, if we let ourselves stay upset by small annoyances, our ‘house’ can become pretty unpleasant! We need to be able to recognize things that upset us and make a plan to avoid them or ‘clean up’ after them. In the next activity we’ll identify our pet peeves and come up with ways to deal with our anger so our ‘house’ doesn’t become a mess.”

12. Demonstrate how to use a ball of string or yarn to make a list of pet peeves. Say:

“I have this ball of yarn. Each person will take a turn listing some of their pet peeves. As you speak, unwind the yarn. Keep talking and unwinding the yarn until you reach a knot. Then pass the ball (and all the yarn) to the next person who can take her or his turn.”

13. Demonstrate the process by taking the first turn. If someone unwinds the whole ball of yarn before everyone has had a chance to speak, ask the next person to begin winding the yarn into a new ball, starting with one end. As before, when the speaker reaches a knot, s/he passes the yarn to the next person.



14. When everyone has had a turn, remind them of the activity in which they acted out some stressful situations and identified some unmet needs. Point out that this is just one way to reduce stress: by identifying some causes of the stress, slowing down, listening to our feelings, and trying to identify our unmet needs so we can find a better, more positive way to move forward. Ask participants to think in silence for a few moments about the other things they do to calm down or reduce stress when they are angry or upset. Then, ask them to share their strategies and list them on Flip chart 2: Reducing Stress. If the group needs more ideas, make some suggestions from this list:

- Vigorous exercise
- Walking in nature
- Laughter
- Leaving the scene
- Talking to a friend
- Deep breathing
- Listening to or playing music
- Playing a game
- Caring for a pet
- Reading a book
- Helping someone
- Meditating or praying
- Listing things that make you happy

Note: It is important to solicit stress reducing ideas from participants first. Offer your ideas later. Participants don't need to know all the strategies on this list – just enough so they have more choices than before the activity.

Note: Steps 2-4 of “Tied Up in Knots” serve as an assessment of Learning Objective 2.

15. Summarize the discussion by saying:

“When we don't clear the pet peeves out of our ‘house,’ they can become strung together in a knotted mess. Soon it becomes impossible to know why we are angry or upset because our feelings are so tangled. Whenever we can reduce our stress, it's like cleaning our ‘house’ and starting again with a clear space.”

B. Relax and Chill!

Participants experience the value of centering and focusing on the present moment as a way to reduce stress.

7. Introduce the concept that relaxation is a way to reduce stress and deal with the emotions experienced by adolescents. Say:

“We've just made a great list of ways to calm down when we are feeling too much stress. I'd like you to experience what it's like to use one of these ways to calm yourself. If we are worried about what's going on in our lives, it can feel like our mind is running out of control. We become anxious and feel even more stressed. It's important to calm down, relax, and ‘chill’ for a few minutes. That way we are better able to move forward positively.”



“Here is an exercise that you can use when you feel stressed out—and it only takes a few moments.”

8. Invite participants to sit comfortably and close their eyes. Then read the script for “Relax and Chill” from Trainer Material 1.

C. Summary

Gently bring participants’ attention back to the room by inviting them to open their eyes. Summarize by saying:

“When you feel stressed, it’s important to create some ‘space’ to cool down. You can use this activity on your own by sitting calmly and slowing your breathing while you remember your special, peaceful place. You don’t have to go through the whole script. With practice, you won’t have to close your eyes or even sit down. You’ll be able to take a few deep breaths to become more relaxed. If you can take a deep breath and count to five before you react to what other people are doing, that will give you a few moments to make sure you are moving in a positive direction.”

V. Assessment (20 minutes)

Materials:

- Flip chart of stress management ideas generated in previous activity
- Small ball or other safe object to toss

A. Better Than Angry

Participants determine specific stress management strategies they can use on their own.

1. Explain to participants that you would like them to review the stress management ideas. Say:

“Let’s review the ideas you have listed on the flip chart for how to calm down or reduce stress. I’d like each of you to choose one that you could silently act out for the rest of the group.”

2. Give people a few moments to collect their thoughts, then toss a ball or similar safe object to someone to begin. Encourage other participants to guess the stress reduction strategy that is being acted. Give the actor a round of applause. Invite the actor to toss the ball to another person. Continue until everyone has had a turn. Say:

“We talked before about how we do things to meet our needs. By doing the activities on this list, we can help ourselves feel better. They help us satisfy the needs that we have after our daily needs of water, food, shelter, and safety have been met. Such needs include a positive self-image, love, meaning, being connected to other people, and so forth.

“Let’s look at both our list of stress management strategies and our list of what we need. Which are some needs that can be met by doing a particular stress management activity?”

Possible answers:

- Positive Image (feeling good about myself): exercise



- Safety and security: walking in nature; leaving the scene
- Independence: leaving the scene
- Love and support: talking to a friend
- Using skills: playing music
- Meaning and purpose: caring for a pet, helping someone, meditating or praying

3. Ask participants to write some stress management strategies next to the particular needs they might address on their handout “What We Need.”

B. Summary

Summarize the activity by saying:

“So when we use these techniques to control our stress, we also meet important needs for ourselves. I’d like each of you to choose at least one stress management activity that you don’t usually use and promise to try it out in the next few days. Please write your name on the flip chart next to the activities you will try. You can choose ones that someone else has also chosen as long as it’s something you are willing to try. I’ll check with you next time we meet to see how it went!”

Note: The discussion in “Better Than Angry” and the choice of a stress management activity serve as an assessment of Learning Objective 3.

Note: Be sure to keep Flip chart 2: Reducing Stress with the additions made by participants for use in the Motivation section of Session 7.

References:

For more information about basic human needs:

Deci, Edward and Richard Flast. *Why We Do What We Do*. New York: Putnam’s Sons. 1995.

Simply Psychology, “Maslow’s Hierarchy of Needs,” by Saul McLeod, 2012
<http://www.simplypsychology.org/maslow.html>. (accessed September 15, 2012)

The Official Maslow Publications Site, “A Current List of Books and Articles.” <http://www.maslow.com>
 (accessed September 15, 2012).

Facilitator Notes for Future Improvement

Date & Facilitator Name: [What went well? What would you do differently? Did you need more/less time for certain activities?]



Trainer Material 1: Script for Relaxation Activity

Relax and Chill

Note: Make appropriate adjustments to the script for your setting. For example, omit references to chairs if the group is meeting outdoors. Read the script slowly, pausing after each line.

Close your eyes and sit comfortably. Feel your seat on the chair. Feel your body sink into the chair.

Breathe deeply and slowly.

Breathe fully into your chest. Feel the breath fill your lungs.

When you exhale, exhale slowly. Try to gently release all the breath from your lungs. Pause when all your breath is out before taking the next breath.

Think of a place you have been where you felt calm, relaxed, and peaceful. It could be outdoors. It could be a room in your house or a place of worship.

What does this place look like? Try to recall details about it. As you picture the place in your mind, feel yourself becoming more relaxed and calm.

Inhale slowly and exhale slowly. Try to slow your breathing even more.

Feel yourself relax. Feel the muscles in your face relax and your expression soften.



Breathe in fully and try to fill your diaphragm and lungs without straining to do so.

As you exhale, let all your cares dissolve. Send your cares out with your out-breath.

Feel the weight of your arms. Feel the weight of your hands. They are heavy and relaxed.

Continue to see your special place in your mind. Relax as you enjoy every detail about this peaceful place.

Note: Allow several moments of silence before gently and calmly calling everyone's attention back to the group and the learning space.



Handout 1: What We Need

Just as a house needs a good supply of sturdy materials for strength and durability, each of us have needs that must be met in order to thrive and grow from childhood, through adolescence, to adulthood. There are some things that we need every day in order just to survive. We can go for a while without having other needs met but we may not be very happy while we wait!

When we are upset, angry, fearful, or experiencing other negative feelings, it is because we don't have some of the things we need. If we can identify what those needs are, we might discover another way of having them satisfied.

- Which of these needs listed below are most important to you?
- What are some needs you would add to this list?
- Which needs do you think you are able to go without having for a while?
- How have you reacted and what have you done when you couldn't get something you needed?
- How does knowing about these needs help you better understand the feelings of others?

- Food
- Water
- Shelter from the weather
- Safety from physical or emotional harm
- Security of oneself and one's home
- Good health
- Love from parents, a boyfriend, a girlfriend, or friends
- Positive image of oneself
- Support of teachers, employers, religious leaders, other adults
- Belonging to a family, tribe, clan, or social group
- Recognition of skills and the opportunity to use them
- Independence to choose and control one's life
- Meaning and a sense of purpose in life



Flip chart 1: Emotions and Needs

Emotions

Needs



Flip chart 2: Reducing Stress

Ways to Reduce Stress



Unit 1, Session 7: Surviving Tough Times

Training Manual:	Life Skills and Leadership Unit 1, Session 7
Rationale:	Identifying sources of support and handling conflict peacefully are elements of a positive identity and assets in youth development. Youth who develop these assets are more likely to engage in positive, constructive behaviors and avoid negative, destructive behaviors.
Target Audience:	In-school and out-of-school youth who have completed at least primary education
Facilitator Expertise:	Peace Corps Volunteers and local counterparts who have been trained in how to use and adapt the <i>Life Skills and Leadership Manual</i> .
Time:	120 minutes
Pre-requisites:	Unit 1, Session 6
Version:	Feb.-2013



Session 7: Surviving Tough Times

Date:

Time: 120 minutes

Facilitator(s):

Facilitator preparation:

1. Prepare flip charts
2. Bring a copy of the handout “List of Values” from Session 4 to use as a reference in the Information section, Step 3, discussion.
3. Bring the personal posters from the Assessment section of Session 2: My Life as Art
4. Bring Flip chart 2: Ways to Reduce Stress generated by participants in Session 6

Materials:

- **Equipment**
 1. Paper
 2. Pens or pencils
 3. Markers or crayons
 4. Personal posters from Unit 1, Session 2 (Part 1): My Life as Art
- **Prepared flip charts**
 - Flip chart 1: Self-Care
 - Flip chart 2: Seeking Support
 - Flip chart 3: Positive Activities
- **Handouts**
 - Handout 1: I’m a Survivor
- **Trainer materials**
 - Trainer Material 1: The Life of Nelson Mandela
 - Trainer Material 2: List of Values (from Session 4)

Learning Objective(s):

1. After examining the life of Nelson Mandala and conducting peer interviews, participants will identify at least one lesson learned from difficulties they have encountered and identify at least two positive peers or adults with whom to talk when they have problems.
2. After reviewing their personal posters, participants will identify the components of their vision for a healthy, thriving lifestyle and at least two strategies they need to implement in order to achieve it.



Instructional Sequence

VI. Motivation (20 minutes)

Materials:

- Markers or crayons
- Flip chart 2: Reducing Stress (from Session 6)

C. Reducing Stress

Participants review ideas about things they do to calm down and reduce stress in order to get through difficult situations.

- Remind participants of the assignment from the previous session in which they agreed to try a new stress reducing technique. Show Flip chart 2: Reducing Stress from Session 6 and say:

“Last time we talked about how stress from our pet peeves can build up like trash inside our ‘house.’ We identified ways to reduce stress and each of you agreed to try a new stress reducing strategy. I’d like to give you an opportunity to talk about the stress reducing method you tried and to talk about how well it worked.”

Note: If you have some participants who were not at Session 6, invite them to ask questions they have about any of the stress reduction techniques. Encourage participants who were present for Session 6 to give answers to the newcomers before you provide additional information. This gives everyone a chance to review as necessary and show what they have learned.

- Give everyone a marker or crayon. Say:

“I’d like to get a sense of how many different stress reducing methods were used. Please come to this flip chart and put an ‘X’ next to all the stress reducing methods you have used since our last meeting. You may see your name next to a method. It’s OK if you weren’t able to use that technique, but there were probably others that you did use. (If you weren’t here last time, there still may be stress reducing methods you have used that you can mark.)”

- Provide participants with a few moments to put marks on the flip chart. They do not need to take turns, as three or four people will probably be able to make their marks at the same time. After everyone has had a chance to mark the flip chart, ask the group to help you identify the three most frequently used stress reduction methods. Then lead a discussion using the following questions:
 - Are there any surprises concerning which stress reducing techniques were used most?
 - Why do you think the most frequently used techniques are so popular?
 - How difficult was it to use – or remember to use – the stress management strategies?
 - What might help you to use the strategies more often?
 - What new strategies have you thought of since we made the list at our last meeting?
 - What is a strategy that you would still like to try?
 - What advice would you give to someone using these stress reducing methods?



D. Summary

Summarize by saying:

“Each of us has strategies for managing stress and resources for getting through tough times. In this session, we will explore more ways of coping with problems.”

VII. Information (30 minutes)

Materials:

Trainer Material 1: The Life of Nelson Mandela

Trainer Material 2: List of Values (from Session 4)

A. Staying Strong During Tough Times

Participants discuss an example in which someone turned a life of adversity and hardship into one of hope and opportunity.

5. Explain that not only are we troubled by daily pet peeves, we also have to contend with our past. Say:

“So far, we have been talking mostly about the pet peeves and daily troubles that make us feel stressed. But there are also tough times and severe difficulties we have to deal with that are beyond our control. The loss of a loved one, being abused, physical illness or injury, or being displaced or homeless are just a few things that might make someone feel angry, depressed, or even to wonder whether life is worth living.

“Everyone faces tough times, but we also develop strategies that help us feel hopeful. We are able to bounce back from hard times and start over if we need to. I’d like to share the story of someone who faced an especially difficult time yet actually changed a painful past into a hopeful future.”

6. Read “The Life of Nelson Mandela” (Trainer Resource 1) aloud to the group, then discuss some of the following questions with participants:

- What did you find most interesting or inspiring about Mandela’s life story?
- What events of his past do you think would have been most painful for him?
- What emotions do you think he felt during these times?
- If you were in Mandela’s situation, which stress management methods would you find most helpful?
- How were his needs met – or not met – while he was in prison?
- Think of the personal values we learned about in Session 4, “Choosing Positive Values.” What would you guess are some of Nelson Mandela’s values? (Possible responses: patience, forgiveness, freedom, equality, justice, humor, democracy, integrity, courage, faith.)
- How might his beliefs have given him strength in times of trouble?
- How would you describe the “house” Mandela has built for himself? (Possible responses: He has positive values; He has good communication skills; He can see others’ perspectives; He is forgiving.)



B. Summary

Summarize by saying:

“Nelson Mandela is an extraordinary person. There are not many other people who have lived through so much and still remained hopeful and productive. He has been able to thrive in spite of the many difficult trials he has lived through. If you think about it, he was able to turn some of the most difficult situations of his past into something positive. For example, if he had not spent so much time in prison and kept such a strong attitude of forgiveness, he might not have been elected president. His life provides inspiration for everyone who struggles through tough times because he has built such a strong ‘house’ for himself.”

VIII. Practice (30 minutes)

Materials:

Handout 1: I’m a Survivor

A. “Being a Survivor”

Participants turn negative life experiences into opportunities for learning and growth.

1. Ask participants to think about some of the tough times they have experienced personally. Emphasize that you do not want them to share any details about the situation, especially if it was recent or traumatic. Say:

“We can learn a lot from the troubling times that Nelson Mandela experienced. Each of you also has had your troubling times—hopefully not as severe as Mandela’s. Undoubtedly, there are lessons we could all learn from your experiences of surviving difficulties. I’d like to know what you’ve learned about being a survivor. I don’t want you to share anything specific about what happened to you, but I do want to know how you helped yourself stay strong.

Take a moment and think about a difficult situation that you lived through.

Note: It’s very important to emphasize that the purpose of sharing troubling times is to learn from them and gain new strategies to use in the future. Help participants keep their troubling times private. You are not trying to solve past problems or lead a group therapy session!

2. Give participants a few moments to think in silence. Then distribute Handout 1: I’m a Survivor and give them a few minutes to fill in as much of it as they can. (It’s alright if not everyone is able to complete all blank spaces on the handout.) Ask participants to choose someone they know well and share the parts of their handout that they feel comfortable talking about.
3. After about 10 minutes, lead a discussion using the following questions:
 - Who helped you or inspired you during your time of difficulty?
 - What might you try differently in a similar situation in the future?
 - What advice would you give to someone else going through tough times?
 - Who are the people (peers or adults) you can go to for help when you have problems or are experiencing tough times?

Note: Answers to the four questions in Step 3 serve as an assessment of Learning Objective 1



B. Summary

Summarize by saying:

“We cannot change our past to eliminate the bad experiences. However, often there is a way to transform the troubling times into a new opportunity. If we can learn from those tough situations, we will find we have gained valuable new skills and abilities that help us in our future. Learning from difficulties is one way to keep a light of hope burning in our ‘house.’”

IX. Application (30 minutes)

Materials:

- Personal posters from Session 2: My Life as Art
- Blank flip chart paper
- Small pieces of paper, tape, tacks, or pins
- Flip chart 1: Self-Care
- Flip chart 2: Seeking Support
- Flip chart 3: Positive Activities
- Markers or crayons, colored pencils, paint, and other art supplies, as available

A. Gallery Walk

Participants add to the list of strategies they are using to reduce stress, stay strong during tough times, and achieve a positive lifestyle

2. Display all the personal posters from the Assessment section of Session 2: My Life as Art in the learning space. Invite participants to study the posters. Say:

“We have referred many times to these posters about your future that you have created. Today I’d like you to look them in a slightly different way. We’ve talked about the needs we all have and that when those needs are met, we are happier, healthier, and able to survive. Please walk around silently studying the posters and try to identify pictures, words, and symbols that are examples of, or represent, a positive, thriving lifestyle. Look for examples where someone feels good about him or herself, has positive values, and manages emotions well. Examples could be spending time with family, having good communication, using time well, or making decisions.”

3. Give participants about five minutes to view the posters. Gather people together to share what they have observed. Write each idea or observation about healthy lifestyles on a small piece of paper. (Try to identify enough ideas to equal the number of participants. Be prepared to add a few of your own ideas if necessary.) When all ideas have been exhausted, distribute the small papers to participants as evenly as possible. Say:

“I’ve given each of you at least one paper with an idea for how to develop a healthy lifestyle. They represent ways to build a strong ‘house’ for yourself. I also have three flip charts labeled ‘Taking Care of Yourself,’ ‘Getting the Support You Need,’ and ‘Positive Activities.’ When I give the signal, I want everyone to come forward and tape (or pin) their paper(s) to the flip chart that is the best heading for it. That way we’ll end up with all the ideas sorted into these three categories.”



4. When all the small papers have been attached to the big sheets, ask participants to stand back and review the three flip chart pages. Ask whether participants generally agree that the slips are on the correct flip chart. If there are disagreements, ask them to share their views. Shift some of the small papers to other flip chart pages, or add duplicates, until everyone is satisfied with how the ideas have been categorized.
5. Conclude the activity by inviting participants to add any ideas for living a more positive lifestyle to their personal posters. Say:

“All these strategies you have identified are really wonderful. Take a few moments and add as many of them to your own posters as will be helpful to you.”

Note: Step 4 of the activity “Gallery Walk” serves as an assessment of Learning Objective 2.

B. Summary

Summarize by saying:

“You can see that most of the strategies for building a strong ‘house’ and thriving (growing and developing well) as we work to fulfill our dreams fit into the three broad categories of caring for ourselves, getting the support we need from others, and participating in healthy activities.”

X. Assessment (10 minutes)

Materials:

Paper and pens or pencils

The assessment for this session has been integrated throughout the session and is noted within:

Learning Objective 1: Identify at least one lesson learned from difficulties they have encountered and identify at least two positive peers or adults with whom to talk when they have problems.

Assessed in Practice, “Being a Survivor” Step 3, discussion questions.

Learning Objective 2: Identify the components of their vision for a healthy, thriving lifestyle and at least two strategies they need to implement in order to achieve it.

Assessed in Application, “Gallery Walk” Step 4, adding details to Personal Posters.

A. Complete Failure

Participants review material from Unit One

1. Remind participants of what they have learned so far in the Life Skills and Leadership training. Say:

“So far we’ve had seven classes and you’ve learned a lot.

- *We’ve talked about building a strong, stable ‘house’ for your future self.*



- *We've had lessons about personal strengths and assets, the stages of adolescence, building up our confidence by making self-affirmations, the importance of strong, positive personal values, and the factors that influence our values.*
- *We've also learned about emotions and personal needs, how to manage stress, and today, the importance of turning times of trouble into opportunities to learn and grow."*

2. Distribute paper and pens or pencils. Say:

"I would like you to think about all the things you have learned and write down three things you could do to make sure that all these classes have been a waste of time. That's an unusual request, but I think you can do it! In other words, what could you do to make sure that what you have learned will NOT have a positive influence on your future? For example, you could take your personal poster home and hide it under your bed so you never see it again."

Note: Make sure participants know what is being requested. You may need to exaggerate the point.

3. Some participants may question your instructions but insist that you are serious. After a few minutes to allow for writing, say:

"Of course, I don't really want your time to have been a waste, so now I would like you to turn each of your ideas for failure into a strategy for success. For example, if you are going to hide your personal poster under your bed, turn that idea around. To make a successful statement, you can promise to take you poster home and hang it above your bed, where you can review, think about, and be inspired by that vision of your future each night before you fall asleep."

4. Have participants rewrite their statements to become success strategies. Be prepared to assist individuals in turning their failures around, if necessary. Ask volunteers to share examples of their success statements.

B. Summary

Conclude by saying:

"Sometimes it's easier to find the flaws and weaknesses in our 'house.' When we do, it becomes a simple matter of changing our focus to keep things in good repair.

"Remember, you've learned many ways of staying strong. You have learned about your own assets and that you can keep using the assets you have while exploring ways to develop assets you don't have.

"You have learned about the stages of adolescence. This was a way to help you understand, to make sense of, the physical, mental, emotional, and social changes you have experienced and are experiencing. It also helps you get ready for changes yet to come as you grow into adulthood.

"You learned how to build your confidence by making positive personal statements. You also identified your own personal values and were able to see how being clear about your values can help guide the way you live.



“You also learned about mental models, or the patterns of thinking that we all have which influence how we understand and respond to the world around us.

“And most recently, we’ve been learning about stress, emotions, and how to learn from past experiences, rather than becoming depressed or disappointed because things aren’t going the way we would like at the moment.

“In the future, we will build upon all these things you have learned to become more effective in our communication and our personal relationships. I hope you will come to our next session!”

Note: The activity “Complete Failure” serves as an assessment of Unit One.

References:

Selected Bibliography of Books by Nelson Mandela:

Mandela, Nelson. *Nelson Mandela Speaks: Forging a Democratic, Nonracial South Africa*. New York: Pathfinder, 1993.

Mandela, Nelson. *Long Walk to Freedom. The Autobiography of Nelson Mandela*. Boston & New York: Little Brown, 1994.

Mandela, Nelson. *The Struggle Is My Life*. New York: Revised, Pathfinder, 1986.

For more biographical information about Nelson Mandela:

BBC News Africa. “Mandela’s Life and Times.” <http://www.bbc.co.uk/news/world-africa-12305154> (accessed September 15, 2012).

Nobelprize.org “The Nobel Peace Prize 1993.” Press Release. http://www.nobelprize.org/nobel_prizes/peace/laureates/1993/press.html (accessed September 15, 2012).

Facilitator Notes for Future Improvement

Date & Facilitator Name: [What went well? What would you do differently? Did you need more/less time for certain activities?]



Trainer Resource 1: The Life of Nelson Mandela

Even though he was a political prisoner for many years, Nelson Mandela has become known as one of the most influential leaders in the world.

South Africa had been colonized by the Dutch, who dominated the political and economic life of the country. Whites had instituted a policy of apartheid, which meant a strict separation and segregation of whites and blacks. The majority of the South African population was black, but they were not allowed to vote, they were not represented in the government, and they were forced to live in separate communities with inferior health care, poor education, and little access to jobs.

Nelson Mandela was born into this system of segregation in 1918. As a young man he studied law and worked as an activist against apartheid. The African National Congress (ANC) was a political group advocating for the rights of blacks in South Africa. Mandela joined them in 1944 and founded the ANC Youth League. He trained as a lawyer and started the first black law firm in the country in 1952 with Oliver Tambo. The two of them campaigned against apartheid and in 1956 Mandela was charged with high treason and plotting to overthrow the government. His trial, along with 155 other activists who were charged, lasted four years before all the charges were dropped.

In 1960, the ANC was outlawed by the apartheid regime. Tensions grew worse and violence between activists and the government was sparked when 69 black people were massacred in Sharpsville, one of the restricted townships where blacks were required to live. Mandela began a campaign of economic sabotage aimed at pressuring the government. As a result, he was arrested and sentenced to life imprisonment on Robben Island. He spent 18 years there and was transferred to a prison on the mainland where he stayed until 1990. He was in prison for a total of 27 years.

During his trial he said, “I have cherished the ideal of a democratic and free society in which all persons live together in harmony and with equal opportunities It is an ideal which I hope to live for and to achieve. But if needs be, it is an ideal for which I am prepared to die.”

While he was in prison, his friend and law partner, Oliver Tambo, began an international campaign to free him. In addition, his wife, Winnie, worked tirelessly to raise public awareness about apartheid. After 10 years of international economic boycotts against South Africa, Mandela was freed.

Once released from prison, Mandela worked tirelessly with many of the same people who had imprisoned him to end the practices of apartheid. As a result, he became the first black president of South Africa. It was also the first time all races were allowed to vote in South Africa. He seemed to have a complete lack of bitterness and anger over his brutal treatment in prison. In 1993 he received the Nobel Peace Prize, sharing it with Frederik Willem de Klerk, who was the former president of South Africa.



The official Nobel Prize award stated,

“From their different points of departure, Mandela and de Klerk have reached agreement on the principles for a transition to a new political order based on the tenet of one man-one vote. By looking ahead to South African reconciliation instead of back at the deep wounds of the past, they have shown personal integrity and great political courage.”

Nobelprize.org “The Nobel Peace Prize 1993.” Press Release.

http://www.nobelprize.org/nobel_prizes/peace/laureates/1993/press.html (accessed September 15, 2012).

In 1999, Mandela stepped down as president but he has continued to be an influential leader throughout the world, helping to negotiate peace settlements in several African countries. He has been an activist for HIV/AIDS research, was influential in bringing the 2010 World Cup to South Africa, and convinced a number of world leaders to form a group, called The Elders, to provide advice on global issues.



Flip charts 1-3:

Flip chart 1: Self-Care

Taking Care of Yourself

Flip chart 2: Seeking Support

Getting the Support You Need

Flip chart 3: Positive Activities

Positive Activities



Handout 1: I'm a Survivor

Why was the situation difficult for you?

How did you stay hopeful?

What did you do to reduce stress?

Who helped you get through the situation? What did that person do?

What personal assets (physical, mental, or emotional abilities) did you rely upon?



Trainer Material 2: List of Values from Session 4

Note: Use this list of values as a reminder for participants, if needed.

List of Values

These are examples of personal values.
You may add others.

Adventure	Freedom	Optimism
Assertiveness	Friendliness	Patience
Calmness	Fun	Playfulness
Caring	Gratitude	Privacy
Cheerfulness	Hard work	Quality
Commitment	Helpfulness	Reliability
Competition	Honesty	Resourcefulness
Confidence	Hope	Respect
Cooperation	Humor	Safety
Courage	Individuality	Self-control
Dependability	Intelligence	Service
Determination	Justice	Speed
Directness	Learning	Sympathy
Endurance	Love	Teamwork
Enthusiasm	Loyalty	Truth
Fairness	Open-mindedness	Unity



Contents

Unit 2, Session 1: Active Listening	1
Unit 2, Session 2: Positive Communication	16
Unit 2, Session 3: Making Decisions	36
Unit 2, Session 4: Creative Ideas	61
Unit 2, Session 5: Negative to Positive	74
Unit 2, Session 6: Solving Problems	89
Unit 2, Session 7: Looking at Conflict	103
Unit 2, Session 8: Collaboration	114

Unit 2, Session 1: Active Listening

Training Manual:	Life Skills and Leadership: Unit 2, Session 1
Rationale:	Identifying and valuing active listening skills are social competencies and assets in youth development. Youth who describe or demonstrate active listening skills are more likely to engage in positive, constructive behaviors and avoid negative, destructive behaviors.
Target Audience:	In-school and out-of-school youth who have completed at least primary education.
Facilitator Expertise:	Peace Corps Volunteers and local counterparts who have been trained in how to use and adapt the <i>Life Skills and Leadership Manual</i> .
Time:	90 minutes
Pre-requisites:	Unit 1, Personal Development
Version:	Feb-2013



Session 1: Active Listening

Date:

Time: 90 minutes

Facilitator(s):

Facilitator preparation:

1. Collect or make four to six balls for each group of seven to 12 participants. Balls can be any size or combination of sizes. They can be made from clean, rolled socks, paper, or plastic bags.
2. Print a set of "Demonstration Cards" for each pair of participants.
3. Prepare flip charts 1-6.

Note: Communication and listening patterns vary greatly across cultures. For this session it is important to have a host culture counterpart as a co-facilitator. At the very least, find a reliable cultural informant to advise you, especially for the Information and Application sections.

Materials:

- **Equipment**
 1. Four to six balls for each group of 7 to 12 participants
 2. Markers or crayons
 3. Blank flip chart paper
- **Prepared flip charts**
 - 1: Body
 - 2: Eyes
 - 3: Movement
 - 4: Focus
 - 5: Emotions
 - 6: Voice
- **Handouts**

Handout 1: Show You Are Listening
- **Trainer materials**

Trainer Material 1: Demonstration Cards

Learning Objective(s):

1. After generating ideas as a large group and working in pairs, participants will identify at least three verbal and three nonverbal communication behaviors that demonstrate effective listening and are culturally appropriate.
2. Using a series of real-life scenarios, participants will demonstrate at least two active listening skills.



Instructional Sequence

I. Motivation (10 minutes)

Materials:

Four to six balls or other safe objects suitable for tossing per group of seven to 12 participants

A. Keep it Going

Participants describe basic attitudes for listeners and speakers that make for successful communication.

1. Welcome people to the session and invite them to participate in this opening activity. Say:

“I’m really excited you’ve all come today because we are going to learn about some important ways both listeners and speakers can reduce misunderstandings by improving the quality of their communication.”

2. Invite participants to form a circle. They can be either sitting or standing but standing is usually easier.

Note: This activity works best with a circle of seven to 12 participants. It takes longer when there are more than 20 in the circle so divide a large group accordingly. For groups smaller than seven, the facilitator can also participate.

Say:

“We are going to toss a ball to each person in the circle and I’d like to make sure everyone receives the ball and tosses it along to someone else. Everyone please raise your hand. When you get the ball, find someone across the circle with her or his hand up and toss it to her/him. When you’ve received the ball, put your hand down so we know that you’ve had a turn. Remember who tossed it to you, and to whom you tossed it.”

3. Hand a ball to someone to begin. When everyone has received the ball, say:

“Now that everyone has had a turn, I’d like you to send the ball around again in the same pattern. You don’t have to know the whole pattern. You only have to remember who tossed the ball to you and then who you passed it along to. Let’s try it!”

4. Participants will quickly remember the pattern after another time through. If they are uncertain, offer to let them practice it one more time. Then say:

“You are all becoming quite good at this. I am impressed with your skill so I’m going to give you more of a challenge. This time, let’s see how quickly you can toss the ball through the pattern without dropping it, AND, once the ball starts out, I’m going to add a second and a third ball.”

5. Begin with one ball and after it has been tossed to the third person, start another ball. Wait a moment, then start a third ball. When the cycle has been completed, ask:



“What difficulties or challenges did you have?” (Possible answers: The person wasn’t watching for me to toss the ball to them. I wasn’t ready to catch the ball. The person tossed the ball too hard or too far.)

“What could we do to make sure the ball doesn’t get dropped?” (Possible answers: We could stand closer. We could call the person’s name if she or he isn’t watching and ready to catch the ball. We could focus just on the person throwing to us and ignore all the other confusion.)

6. Challenge the group to do it once more with more balls in play. Have them begin again but use between four and six balls. When the cycle has finished, congratulate them (no matter what the results) and say:

“We have been tossing a ball around and you have identified some ways to help each other be more successful. Now I would like you to think differently about what we have been doing.”

What if we thought about this activity as being like communication – the way we talk to and listen to each other. If we think of the balls being tossed around our group as being like a message spoken from one person to another, how would you describe some of the things you saw going on?”

(Possible responses: Sometimes a message gets “dropped” because someone wasn’t paying attention. Sometimes you have to get someone’s attention before you send your message to them. It’s hard to concentrate on a message when there is a lot of other action going on. Even with plans in place, the message can still be dropped or misinterpreted.)

B. Summary

Summarize by saying:

“You’ve talked about some things you can do to be successful in this activity.”

1. *Those catching the ball can watch the person tossing the ball and be ready for it to come to them.*
2. *Those throwing the ball can say something to get the person’s attention and they can toss the ball gently.*

This activity is a lot like communication. When you are listening to someone, you have to watch and pay attention. When you are speaking, you have to make sure the other person is ready to listen and you have to say things gently so they can ‘catch’ what you are saying. Today we’ll learn several ways to make sure our communication is positive and effective.”

II. Information (20 minutes)

Materials:

- Prepared Flip charts 1, 2, 3, 4, 5, and 6
- Markers or crayons
- Handout 1: Show You Are Listening

A. How Do You Know?

Participants identify culturally appropriate nonverbal ways to show they are engaged in active listening.



Note: All communication is culturally subjective so there must be unique ways to demonstrate active listening and positive communication in the host culture at each post. As facilitator, you will need to discover the differences between what active listening means in your culture and what it means in the host culture. Most information available about active listening is biased toward North American preferences and sensibilities. For example, maintaining direct eye contact is seen as positive in North America but not recommended in many other cultures. This activity is designed to solicit ideas from host culture participants about what constitutes active listening in their culture.

1. Help participants to identify techniques and strategies for effective listening in their culture. Say:

“In the opening activity, we were able to see how effective communication is a combination of both the person speaking and the person listening. We cannot do very much about how well someone sends their message to us but we can do something about what we do with their message when we receive it.

“I’d like you to think about what it’s like to be speaking with a friend you know well who really listens to you. What does that person do that lets you know she or he has received your message? How does s/he show that s/he has heard and fully understood what you said? Please take a moment to give this some thought.” (Pause for them to think.)

“In a few minutes, working in groups of three or four, I’d like you to think of what a good listener does in several key areas. After you’ve talked about some few ideas, I’ll give your group a flip chart for one of the areas and I’d like you to draw a picture that shows what a good listener does.

2. Ask people to form groups of three or four. Then say:

a. *“Please discuss how you think a listener shows she or he is paying attention by*

- *Body – how does the listener sit or stand and how close?*
- *Eyes – where does the listener look?*
- *Movement – does the listener use hand gestures or facial expressions?*
- *Focus – how does the listener deal with interruptions?*
- *Emotions – how does the listener react to your feelings?*
- *Voice – what words or sounds does the listener make?*

b. *Now I’m going to give each group one area to think about more specifically. On the flip chart I give your group, draw a picture of what a good listener does.*

Note: You can adjust the distribution of flip charts depending on group size. For very large groups, divide into six smaller groups of five or six. If your whole group numbers 10 or fewer participants, give each small group two flip chart pages and, after they report (Step 4 below), complete any unused flip chart pages as a whole group. Optional: One additional flip chart with all the items might be helpful for explaining the task.

Note: Be supportive of participants by stressing that artistic skill is not required for this activity. In fact, part of the fun will be interpreting participants’ sketches in Step 4 below. Alternatively, you can ask participants to act out the skills or make a “still picture” instead.

3. Give participants about five minutes to work, then ask them to report the conclusions of their discussion. Say:



“I’d like each group to share its flip chart. When it does, the rest of us will look at the drawings and we’ll try to guess the things the group discovered that good listeners do”

4. One at a time, ask groups to share their flip charts and allow the rest of the group to make guesses. Before moving to another group’s report, be prepared to discuss the ideas uncovered by each group in more detail. Select from the following questions and ask the groups to make additions to their flip chart if needed.

- **Body:** In some places, people stand face-to-face to show good listening. In others, touching is important. What is expected here in your community? Is it different when people are of the opposite gender or of very different ages?
- **Eyes:** Where should a good listener look? Are listeners more respectful when they look directly at you or when they look somewhere else?
- **Movement:** What are some specific gestures that show good listening? Is it possible for listeners to overreact to what they are hearing?
- **Focus:** For some, taking notes shows good listening. For others, it’s all right to talk to another person for a few minutes. Some people think it’s OK to use a cellphone while listening to you. What’s OK for you?
- **Emotions:** How do you know the listener understands your feelings? How important is this for you as someone who wants to be heard?
- **Voice:** What things would someone say that would show she or he is a great listener? What are some sounds a good listener makes that are not words?

5. Ask some general questions about effective listening:

- Which of these listening skills do you think is most important?
- Which do you think are most difficult to remember to do?
- What is a listening skill that you might like to try more often?
- Why is it important that we use these skills of effective listening?

“Notice that you don’t have to say anything to use these listening skills. It shows that a lot of communication is not about the words we use. Sometimes, good communication is about how well we are able to demonstrate that we are listening.

6. Point out that there are also some simple things we can say to show we are listening. Say:

“Besides showing that you are paying attention and that you care, when you are a good listener you can also help the person think more clearly about her or his situation, whether she or he is telling you about something really positive, or something that is a problem. For example, there are some very specific things you can say that will help she or he move from complaining to solving her or his problem – or at least feeling better about it.”

7. Distribute Handout 1: Show You Are Listening. Explain each of the suggestions (Encourage, Feelings, Clarify, Questions, and Summarize) in your own words. Answer any questions. Say:



“This handout shows five types of things you can say or do if you want to show you are listening. Using them, you can learn more about the person’s situation and have a better conversation. Being able to identify one’s feelings is very important because often she or he is not sure about such feelings. It can be a big help just to become clear about what one is feeling. Summarizing is also very important because it can help the person begin to see a solution.”

B. Summary

Summarize by saying:

“Each of you probably uses many of these listening skills without realizing it. But being able to recognize them means you can begin to use them more often. That’s how you can start to improve communication for yourself and others.”

III. Practice (15 minutes)

Materials:

One set of Demonstration Cards for each pair of participants.

A. Mirror, Mirror

Participants practice using and interpreting nonverbal communication behaviors.

1. Say:

“I’d like to give you a chance to practice showing the skills of good listeners. First we’ll focus on the communication we can do without words.”

2. Demonstrate what they will do.

- a. Show them a set of cards. Shuffle the cards and put them face down.
- b. Draw a card and then act out what it says.
- c. Invite the group to guess the listening skill you are trying to show.
- d. Return the card to the bottom of the pile it came from.

3. Then say:

“You will work together with a partner who will try to guess what you are trying to communicate. Then your partner can take a card and try to act out what it says. Remember, you cannot use words, only your Body, Eyes, Movement, Focus, Emotions, and Voice (without words). Try to act out as many cards as you can in the next five minutes. If you run out of cards, shuffle them and start over.”

Note: Because we are trying to teach ways to indicate to a speaker that we are really hearing what they have to say, the emotions on the Demonstrate Cards are positive. This is not intended to be an activity about displaying a wide variety of emotions.

4. Match each participant with a partner and give her or him a set of Demonstration Cards. Say, *“Shuffle or mix the stack of cards I have given you and place them face down. When I give the signal, one of you take the top card and read it silently to yourself, then act out what it says.”*



5. Walk around and observe the participants. After five minutes, have a short discussion:

- Which cards were most difficult to act out?
- Which were the easiest?
- What are the most comfortable ways for you to show someone that you are listening?
- What else can you do that we have not talked about to show you are listening?

6. Encourage participants to practice identifying verbal techniques that show someone is listening.

a. Say:

“You did really well without using words. Now I’d like to give you a chance to identify the types of things you can say that show you are listening. I’ll say something as if I were listening to one of my friends. I’d like you and your partner to decide which method I am using to show I am listening. You can use your handout ‘Show You Are Listening.’ If you know the answer, just shout it out.”

b. Use these steps:

- Read a statement from the following list in any order.
 - Wait for participants to tell you the answer, then ask one or two participant volunteers to make up a similar statement of their own. Encourage them to refer to their handout or consult a friend if they wish.
 - Continue reading statements to give examples and then asking volunteers to make their own statements. You do not need to use all the statements, but use enough to demonstrate and practice a variety of listening responses.
-
- *I appreciate hearing what you have to say. (Encourage)*
 - *You seem to be going through a lot. I’d like to hear more. (Encourage)*
 - *What’s been on your mind lately? (Encourage)*
 - *You must be angry. (Feelings)*
 - *That probably made you upset, right? (Feelings)*
 - *It sounds like you’re feeling a little depressed. (Feelings)*
 - *Can you explain more of what you meant by ... (Clarify)*
 - *Are you saying it didn’t really upset you very much? (Clarify)*
 - *I’m not sure I understood that; can you say it again? (Clarify)*
 - *What were you thinking when ... (Questions)*
 - *What was it like when ... (Questions)*
 - *How did you respond to what she told you about ... (Questions)*
 - *So you are thinking that your mother, sisters, and your grandmother are all against you on this. (Summarize)*
 - *After all that happened, you couldn’t think of anything else to say and that’s why she’s so angry with you. (Summarize)*
 - *So because you tried many different things during the past week that didn’t work out as you planned, you’ve been feeling very frustrated. (Summarize)*



B. Summary

Ask participants if they need further explanation of any of the types of things someone might say to show they are listening. Conclude the exercise by saying:

“It’s really important that we use both our actions and our words to show we are listening.”

IV. Application (30 minutes)

Materials:

Flip chart, markers or crayons

A. Thanks for Listening

Participants integrate the use of verbal and nonverbal listening skills

Note: In this activity, it will be helpful to have a co-facilitator (especially if that person is a local counterpart) so you can observe more participants as they practice using listening skills. In addition, a local counterpart can provide culturally relevant coaching to the participants (and perhaps to you too!).

1. Explain the following activity for using listening skills in everyday situations. Say:

“We have been learning about how to be good listeners by using both our words and our bodies in various ways. I’d like you to put these listening techniques together and use them in some situations that are more like what you encounter from day to day.”

“What are some common situations or problems that teenagers might go to a friend to talk about? These could be situations at home with parents, brothers and sisters, or other family members. Maybe there are situations at school between teachers and students or between different groups of students. There might be situations with a supervisor or co-worker where you work. Or, there might be situations between girlfriends and boyfriends.”

2. Write a short description on the flip chart of each situation that the participants mention. Try to elicit four to eight situations. If the group is having trouble, make some specific suggestions such as, “A girl wants to meet up with friends but her parents always want her to stay home with her younger brother” or “A boy is upset because a girl he likes won’t talk to him” or “Someone got good marks on a test, finished a complicated handicraft project, or learned to play a new song and wants to tell a friend about it.”

Note: The intention here is that you help participants identify a number of situations that are relevant for them and that are consistent with their experience. The situations they identify don’t need to be highly controversial or dramatic. They only need to be the sort of thing young people would be concerned enough about that they would want to talk to a friend.

3. Ask participants to choose a different partner than they have worked with already, then say:

“It’s important to have a chance to practice something new in a place and time when it doesn’t really matter. Then when you do need to use that skill in an important situation, you’ll be better prepared. For now, you and your partner will take turns being the speaker and the listener. The person who is the speaker will pretend that she or he really wants to talk about a situation she or he is having trouble



with. When you are the speaker, choose one of the situations we have listed on the flip chart – NOT something that is a real situation for you.

Note: Caution the participants that you are not asking them to solve a real problem that the speaker might be having. This is not supposed to be therapy! Speakers should choose a situation that is *NOT* like their own. They are pretending that they need to talk so the listener can have practice using good listening skills.

“When you are the listener, try to use as many of the spoken and unspoken listening skills as you can. Feel free to use the handout and the notes on the flip charts to help you.”

4. While people work with their partner, move around and listen in to get a sense of how things are going. Make a mental note of the listening skills you see participants using.

5. After a few minutes, stop people and engage them in a short discussion. Say:

“Everyone will have a chance to be both the speaker and the listener, but for now let’s pause before you switch roles with your partner. I’d like all the people who were the speakers to meet together at one end of the learning space and all the people who were the listeners to meet at the opposite end.”

6. Give participants a chance to move to their designated place then ask the separate groups to talk among their own group about the question you give them. For the speakers, ask them:

On a sheet of flip chart paper, make a list of the best things the listeners did to make you feel like you were really heard.

For the listeners, ask them:

- *What listening skills do you think you used most successfully?*

Add any examples of listening skills that you observed – without identifying which person demonstrated them.

Note: This type of discussion, separate mini discussions between speakers and listeners, is designed to minimize any identification of what specific individuals did as listeners. The intention is to focus attention on what can be learned from the activity rather than how well specific individuals performed.

7. Ask participants to return to their original partners, switch roles, and begin another session of listening practice.
8. After a few minutes, again divide into separate groups of speakers and listeners and repeat the discussion process outlined above.
9. Have people return to their partners and encourage them to practice more until everyone has had a chance to be the listener at least two times.
10. Bring the full group back together. Then, lead a discussion using some of these questions:

- How difficult was it to remember to use the listening skills?



- Which listening skills felt the most comfortable or were the easiest to use?
- What are some other situations when it would be helpful to use these skills?
- Which listening skills would you change so they work better in your culture?
- How often do you think people use these skills in general and what might help them to use the skills more often?
- What is one skill you would like to use more often?

B. Summary

Conclude the activity by saying:

“All of these skills will become easier and feel more natural the more you can practice and use them in your everyday life.”

V. Assessment (15 minutes)

Materials:

(None)

A. Mixer

Participants review the skills of active listening.

1. State that you’d like people to have a chance to review what they have learned. Say:

“In a moment I’m going to ask you to stand and move around randomly among each other. When I say ‘freeze’ (or ‘stop’) I’d like you to turn to the person closest to you and, when I give the signal, use your body in an appropriate way to show that you are listening. You can be thinking about what you will do as you are walking around.”

Note: Walking without worrying about where you will end up is one way to stimulate creative thinking. While moving randomly around the learning space, participants can focus more on the response they will give when you ask them to stop. Be sure to allow time for this type of thinking before asking participants to display the action to a partner.

2. Ask people to stand and begin mixing.
 - a. Tell them to freeze and turn to the nearest person. Make sure everyone is matched with a partner (it’s all right to have a group of three).
 - b. Give a signal and have people demonstrate the action from the list below to their partner simultaneously.
 - c. Give them another action from the list below.
 - d. Have them mix among each other again. Continue this process with all the actions on the list.

Note: With the help of your co-facilitator (if you have one), watch for well-executed examples of the listening actions you have suggested. Invite those participants to demonstrate their response for the whole group.

- Using only your eyes and where you are looking, show that you are listening.
- Ask a question that clarifies what a speaker might say.
- Say something that describes the feelings a speaker might be having.



- Say something that summarizes what a speaker has said.

Note: “Mixer” serves as an assessment of Learning Objectives 1 and 2.

B. Summary

Conclude by saying:

“Thank you for practicing these skills. I hope you will try to use some of them over the next few days. Thanks also for teaching me a bit more about the positive listening skills in your culture.”

References:

For further reading about listening skills:

Rosenberg, Marshall B. *Nonviolent Communication ... A Language of Compassion*. Del Mar, CA: PuddleDancer Press, 1999.

Facilitator Notes for Future Improvement

Date & Facilitator Name: [What went well? What would you do differently? Did you need more/less time for certain activities?]



Trainer Resources: Flip Charts

Flip chart 1

Body

How does the listener sit or stand and how close?

Flip chart 2

Eyes

Where does the listener look?

Flip chart 3

Movement

Does the listener use hand gestures or facial expressions?

Flip chart 4

Focus

How does the listener deal with interruptions?

Flip chart 5

Emotions

How does the listener react to your feelings?

Flip chart 6

What words or sounds does the listener make?



Handout 1: Show You Are Listening

Here are some things you can say that will show the person you are listening well.

Encourage: Be friendly, warm, and patient with the person. Remember, when *you* have something important to say, you *really* want to be heard! For example, you might say, *“I’m really glad you came to talk to me.”*

Feelings: Describe the feelings you are hearing and ask the person to confirm whether you have heard them right. For example, you might say, *“Sounds like you’re feeling pretty worried about this whole thing, is that true?”*

Clarify: Make sure you understand the person's meaning or their use of different words. For example, you might say, *“If I understand right, you’re saying ... ”* or *“Tell me what you mean by ... ”*

Questions: Ask questions that can’t be answered with one word, especially with yes or no. If you begin questions with *do, does, did, is, was, were* you are likely to get a yes or no response. If you do get a one-word response, use follow-up questions like *“How did you feel when ... ”* or *“Tell me more about ... ”*

Summarize: Bring together the related ideas you heard and state a conclusion. Let the person tell you whether your conclusion is correct. For example, you might say, *“So, since you’ve been very responsible in the past, you think your parents should let you go to the party.”*



Trainer Material 1: Demonstration Cards

Print one sheet for each pair of participants. Cut them apart on the dotted lines.

Show that you are
interested

Show that you are
curious

Show that you
care

Show that you are
worried

Show that you are
excited

Show that you are
confused

Show that you are
happy

Show that you are
surprised

Show that you are
hopeful

Show that you are
peaceful



Unit 2, Session 2: Positive Communication

Training Manual:	Life Skills and Leadership: Unit 2, Session 2
Rationale:	Identifying and valuing positive communication are assets in youth development. Youth who experience or display positive communication skills are more likely to engage in positive, constructive behaviors and avoid negative, destructive behaviors.
Target Audience:	In-school and out-of-school youth who have completed at least primary education.
Facilitator Expertise:	Peace Corps Volunteers and local counterparts who have been trained in how to use and adapt the <i>Life Skills and Leadership Manual</i> .
Time:	120 minutes
Pre-requisites:	Unit 2, Session 1
Version:	Feb-2013



Session 2: Positive Communication

Date:

Time: 120 minutes

Facilitator(s):

Facilitator preparation:

1. Practice so you are comfortable changing statements to make them more or less indirect.
2. Practice so you are comfortable distinguishable actions from feelings in order to make I Statements.
3. Make room signs (and post them in the learning space):
 - “All the time”
 - “Most of the time”
 - “Some of the time”
 - “Never”
4. Prepare flip charts

Note: During the Information section you may want to make a link to the handout “Put Down Turn Around” used in the Application section of Unit 1, Session 3.

Note: The concept of what constitutes “positive communication techniques” is dependent on cultural values. Be aware that the direct communication that is valued by North Americans may not be appreciated by the host culture. In this session, it will be important for facilitators to recognize this for themselves and perhaps to point this out to the participants. At the same time, facilitators should be willing to explore with participants what particular positive communication techniques are most appropriate in their culture and to modify the techniques being taught here so that they enhance the communication strategies that work well in the host culture.

Note: If you wish, this session can be restructured to provide more time for participants to practice the positive communication techniques. To do this, facilitate part A of both the Information and Practice sections focusing only on introducing and practicing direct and indirect communication. At another meeting of the group, you can facilitate Part B of both the Information and Practice sections, focusing only on introducing and practicing I Statements. If you choose this strategy, it would be acceptable to use the same Motivation, Application, and Assessment activities for the second session focused on I Statements. The familiarity that participants will have with these activities will help them to make an association between the different positive communication techniques you are teaching.

Materials:

- **Equipment**
 1. Flip chart, markers or crayons
 2. Pens or pencils
 3. Room signs: “All the time,” “Most of the time,” “Some of the time,” and “Never”
- **Prepared flip charts**
 - Flip chart 1: Direct Communication
 - Flip chart 2: Indirect Communication
 - Flip chart 3: I Statements
- **Handouts**
 - Handout 1: Direct and Indirect Communication
 - Handout 2: I Statements: A Communication Tool
 - Handout 3: Change the Sentence
 - Handout 4: I Statement Practice
 - Handout 5: Communication Plan



Session 2: Positive Communication

Date:

Time: 120 minutes

Facilitator(s):

• **Trainer materials**

Trainer Material 1: Suggestions for I Statement Practice

Learning Objective(s):

1. After practicing with a partner, participants will demonstrate at least two positive communication techniques that are culturally appropriate.
2. Using a series of self-assessment questions, participants will consider a list of active listening skills and identify at least one personal strength and one area for personal improvement.



Instructional Sequence

I. Motivation (10 minutes)

Materials:

(None)

A. Zoom, Zip

Participants play a short game to highlight the complications of balancing the many factors related to positive communication.

1. Ask participants to stand or sit in a circle. Say:

“We are going to continue learning about positive ways to communicate today. To start, we are going to communicate with just one word. I’ll turn to [name of person] on my right and say to [her/him], ‘Zoom!’ [She/He] will turn the next person and say, ‘Zoom!’ so that the word gets passed around the circle. Let’s begin, ‘Zoom!’”

2. When the word travels around the circle, begin again and encourage people to send the ‘Zoom’ as fast as they can. When the group has the task up to a good speed, say:

“This is great but let’s challenge ourselves a bit more. This time, I’ll start by sending ‘Zoom!’ to the right but I’ll also send ‘Zip’ around to the left. Let’s see how fast we can keep both ‘Zoom’ and ‘Zip’ going.”

3. Watch what happens when “Zoom” and “Zip” meet. Encourage people to restart the activity if it gets confusing. Stop when you think people have had enough laughter.

B. Summary

Summarize by asking:

“Last time we met we learned a lot about how to use spoken and unspoken listening skills to improve communication. This activity is like communication in some ways. Even though there were only one or two words being spoken, things can still become confusing. And sometimes even having good listening skills is not enough because other things ‘get in the way.’ Today we’ll talk about how the actions of other people, as well as our own emotions, can make communication confusing. We’ll learn some ways to cut down on that confusion so our communication is more effective.”

II. Information (35 minutes)

Materials:

Flip charts 1 and 2: Direct Communication; Indirect Communication

Handout 1: Direct and Indirect Communication

Flip chart 3: I Statements

Handout 2: I Statements: A Communication Tool

A. Better Communication: Direct and Indirect

Participants learn the first of two types of positive communication techniques.



1. Introduce the conceptual differences between direct communication and indirect communication. Say:

“Here two different statements with the same message:

‘Please pass the bread.’

‘The bread is really delicious today.’

- How would you describe the difference between the two statements? (Possible answers: The first is more direct. The second is more indirect.)
- What message are both statements trying to communicate? (Possible answer: The speaker wants more bread.)
- Which statement is the best way to ask for more bread? (Point out that the answer to this question depends on many factors, such as cultural perspective, context of the statement, intent of the speaker, mental model of the listener, etc.)”

2. Distribute Handout 1: Direct and Indirect Communication. Say:

“There are many styles of communication. This chart shows two common differences: whether a person uses direct communication or indirect communication. By direct communication, I mean that ideas, feelings, wants, needs, and requests are stated very simply, usually with few words. There is little doubt about the meaning of what the person said.

“Indirect communication is when the person’s ideas, feelings, wants, needs, and requests are stated in a more roundabout way that is much less to the point. The meaning of what the person said is more like a hint or suggestion. There is also more responsibility for the listener to hear and understand the message. If you are not familiar with indirect communication, you might miss the message.”

3. Explain other specifics of Handout 1: Direct and Indirect Communication. Say:

“For example, if I say, ‘Hurry and get dressed or we’ll be late,’ I would be speaking directly. I would speak this way when it’s important to watch the time. If I spoke this way, the person hearing me would know exactly what I meant but they might think I am impatient or upset with them. Or they might be angry that I am not respecting their ability to get dressed on their own.

“As another example, if I say, ‘You have a very unusual opinion on that subject,’ I would be speaking indirectly. I would speak this way when there is more than one correct answer or when I want to disagree politely. But you would not know exactly what I really think unless you are familiar with indirect speech and have had practice understanding it.”

4. Read as many of the following statements as necessary to be sure participants understand the differences. You can also ask them to give examples of their own.

“Here are some other examples of things people might say. Tell me which you think are more direct and which are more indirect.”

- *May I have some tea?* (Direct)



- *A cup of tea always warms me up.* (Indirect)
- *Did you leave the door open?* (Direct)
- *Now, how could that door have gotten open?* (Indirect)
- *People should be more careful about sharing their opinions.* (Indirect)
- *He always has such strong opinions.* (Direct)
- *Why didn't you do your chores?* (Direct)
- *Some people must have been too busy to work around the house.* (Indirect)
- *I don't like her dress.* (Direct)
- *My, the styles sure have changed recently.* (Indirect)

“In addition, different situations might require us to be more or less direct. For example, it might be all right for a teacher to be more direct with a student, but not all right for a student to be direct with a teacher.

- What are some situations when it might be better to be direct? (Possible answers: In an emergency. When you are giving instructions.)
- What are some situations when it might be better to be indirect? (Possible answers: When you aren't sure of the best answer. When you don't want to embarrass the other person.)
- What are some disadvantages to each of the two styles? (Possible answers: Direct communication can hurt feelings or embarrass people. Indirect communication can mean something important doesn't get done and may result in miscommunication.)
- What examples of either direct or indirect communication have you experienced in the past week?

“Each culture has a preference for communicating in a way that is either more direct or more indirect. Americans usually prefer to communicate more directly than many other cultures, for example. However, as individuals we each have a preference even within our culture. What would you say about your own culture, is it more direct or more indirect? What style do you personally like better? Why?”

“Being able to tell whether someone is speaking to you directly or indirectly increases your ability to communicate effectively.”

B. Better Communication: I Statements

Participants learn the second of two types of positive communication techniques.

Note: You may want to make a link to the handout “Put Down Turn Around” used in the Application section of Unit 1, Session 3.

1. Introduce the concept of using “I Statements” for effective communication. Say:

“Suppose you had a brother who did not take his turn to help with household chores. What would you think, how would you react, what would you say, how would you feel?”



Note: Use any other culturally appropriate example where youth of the same approximate status might be in conflict, such as a sister who does not take her turn helping in the kitchen or a friend who never lets others decide which fun activity to do.

2. Encourage participants to share some of their reactions to this situation.

“From what you are telling me, it’s clear that not only would you have strong feelings (anger, frustration, resentment, etc.), but you would have an opinion about your brother (he’s lazy, irresponsible, inconsiderate, etc.). And it sounds like some of the things you’d like to say to him could start an argument!”

“How could you get your brother to help with chores without an argument?”

3. After a few participants have answered, distribute Handout 2: I Statements: a Communication Tool, and show Flip chart 3: I Statements. Say:

“Another thing that makes communication complicated is our own feelings. If we can separate the person’s actions from our feelings, we can often have more positive communication. You can do this by making an ‘I Statement.’ Compare these two statements:

- *‘When you did not clean the kitchen yesterday, I felt angry. I would like you to take your turn today. OK?’*
- *‘You’re so lazy! You never clean the kitchen! You better do it today, or else!’*

Ask:

- What is the action that is causing a problem?
- How does the person speaking feel about the problem?
- Which statement follows the format of I Statements?
- Which statement is more likely to have a positive outcome?

C. Summary

Summarize by saying:

“When we know more about direct and indirect communication, as well as how to make I Statements, we can begin to take control of how we communicate to make a more positive outcome.”

III. Practice (30 minutes)

Materials:

Handout 3: Change the Sentence

Handout 4: I Statement Practice

Trainer Material 1: Suggestions for I Statement Practice



A. Practice, Practice, Practice: Direct and Indirect

Participants learn to distinguish between direct and indirect communication.

1. Give participants an opportunity to practice distinguishing between direct and indirect statements. Divide participants into groups of four or five and distribute copies of Handout 3: Change the Sentence. Say:

“I’d like you and your group to look at the statements and questions on this handout. If the statement is direct, rewrite it so it is more indirect. If it is indirect, rewrite it so it is more direct. Let’s do the first two together.”

2. Invite a participant to read the first statement and ask volunteers to give a possible answer then share your answer (such as “Please finish all your chores before you go out of the house”). Repeat with the third sentence (“That’s a very interesting answer on your test paper,” which can be changed to “Your answer on the test is wrong.”) Say:

“I’ll give you several minutes to work, then I’ll ask the different groups to take turns acting them out.”

3. Give participants about 10 minutes to complete the task. Then invite each group to take a turn sharing at least one statement that they rewrote. Participants will have different understandings about direct and indirect statements.

- When is it important to be more direct or more indirect?
- Is direct or indirect communication most valued in your culture?
- Do you consider yourself more direct or more indirect?
- Describe a time you might try making a statement that is the opposite of what you would normally make.

Note: These questions are an assessment of Learning Objective 1.

4. Summarize by saying:

“You can see that there is more than one way to say the same thing and several ways to be more or less direct. You can choose a way that will increase the chance of having a positive outcome to the conversation.”

B. Practice, Practice, Practice: I Statements

Rationale: Participants learn how to make I Statements

1. Distribute Handout 4: I Statement Practice, which has several examples of situations and ask participants to invent an “I Statement” about them. You can do the first two together then have the same small groups as before work on the rest. Say:

“Now I’d like to give you a chance to make I Statements. Let’s do the first one together. (Read the first situation.) What is the behavior being observed? What might the person be feeling and what would be a reasonable request? (Repeat with the next example.)”



2. Ask participants to continue with the remaining examples and after about 10 minutes, invite groups to act out their I Statements. You can use Trainer Material 1: Suggestions for I Statement Practice to help coach the participants.

Note: This activity will take considerable coaching because it is usually difficult for people to state a situation as an observation without adding a negative judgment about it. Feelings can also be tricky to identify and name. If participants give answers that fall short, try to avoid saying they are totally wrong. Say something like, “That’s one way to think about it and what about ...”

3. Choose discussion questions for the whole group, as appropriate, from the following:
 - Which do you think is more difficult, describing the behavior that is observed or naming the feelings one might have about the behavior?
 - What are some other situations you might encounter where an I Statement would be helpful?
 - Some people find making I Statements less stressful. Why do you think this might be true?
 - What are some ways to adapt I Statements to a more indirect culture? (Possible answer: Describe the observation and your feelings but don’t make a request.)

Note: Indirect communication doesn’t mean you never relay your opinion or want a change. Often it means other people are pulled into the communication chain.

Note: These discussion questions are an assessment of Learning Objective 1.

B. Summary

Conclude the exercise by saying:

“To make communication more positive, it’s helpful to separate your feelings from the person’s behavior. Sometimes we feel strong emotions because of what someone says or does. We might then respond with a strong statement of our own. Emotions can confuse the communication. If the listener realizes you are angry, they might not want to listen. If you are angry, you might not choose the best words to communicate your message. Remember, we want to use words and ways of communicating that help make our listener want to listen to our important message.”

IV. Application (30 minutes)

Materials:

- Pens or pencils
- Handout 5: Communication Plan

A. Walk and Talk

Participants make a plan for better communication

1. Explain that physical movement can allow our brain to think more clearly. Say:



“I’d like you to make a plan to practice these communication skills on your own. Choose a partner and go for a walk. When we are moving in a relaxed way, our brain works differently and we can come up with ideas we would not have thought of otherwise. So while you are walking, talk to your partner about some specific times or situations when you could use direct communication, indirect communication, and I Statements. Also talk about why they might be difficult to use. Give your partner equal time to talk and remember to use good listening skills! Please return in five minutes.

Note: Consider whether this activity is appropriate in your particular setting. It may not be appropriate for younger participants who do not have the maturity to take it seriously. It also may not be appropriate in some urban or camp settings where safety for young people is an issue. Set some physical boundaries to insure safety.

As an alternative activity, you can ask people to sit and talk quietly with their partner. Try to arrange the learning space so each pair can have a relatively quiet and private space of their own.

2. Send participants out of the classroom space. When they return, ask pairs to meet up with another set of partners to form a group of four (a group of six is fine if numbers are uneven). Say:

“In your group of four, please summarize what you and your partner talked about. Then I would like each of you to complete Handout 5: Communication Plan. You can talk to each other to share ideas while filling in your plan for using direct communication, indirect communication, and I Statements. You may use both pictures and words if you wish.”

3. Give participants a chance to share their plans if they wish. Lead a short discussion:

- What are some common themes among the plans that people have?
- What new ideas did you get for your plan by listening to other people?
- What might you do to remember to use I Statements or direct and indirect communication?
- How do you think other people will react when you use I Statements with them?
- What can you do to remember the three steps in making an I Statement?
- How helpful was it to be walking around (or sitting quietly) as you talked to your partner?
- What listening skills did your partner use as you walked (or sat quietly) and talked?

B. Summary

Conclude the activity by saying:

“I hope you will try these communication techniques and tell everyone what happened the next time we meet.”

V. Assessment (15 minutes)

Materials:

Room Signs that say:

“All the time”

“Most of the time”

“Some of the time”

“Never”



A. Are You a Listener?

Participants rate their own abilities as an active listener.

1. Post Room Signs around the learning space and ask participants to stand under the appropriate sign in response to your statements. Say:

“I’d like to give you a chance to think about what you have learned about listening and communication in this class and the last time we met. I’ll read a statement and you can stand under the sign that best describes your response to the statement.”

2. Read the statements below, allowing time for participants to make their choice and move.

- I am careful about where I look when listening to someone.
- I have trouble understanding what the person is feeling as they speak.
- I am aware of the position of my body when I am listening.
- I try not to interrupt the person when I am listening.
- I have difficulty identifying my own feelings when I am listening to someone.
- I pay attention to the facial expressions of the person speaking.
- It’s not easy to use my voice, without words, to show I am listening.
- I know how to encourage someone to talk more.
- I get confused when I try to summarize what someone says.

3. Distribute paper and pens or pencils to participants. Say:

“You just made an evaluation about yourself as a listener. On your paper, please write one listening skill that you do well and are happy about. Also write one listening skill you would like to improve.”

Note: The activity “Are You a Listener” serves as an assessment of Learning Objectives 1 and 2 and as a review of Learning Objectives 1 and 2 in Session 1: Listening Skills.

B. Summary

Ask participants to sign their paper and conclude by saying:

“You all have learned a lot about positive communication and have had a chance to improve your skills. I’ll be interested to hear what happens when you use those skills outside of our class! Remember that direct communication, indirect communication, and I Statements are ways to make sure your message gets across and lessens the chance that strong emotions will get in the way.”

References:

(None)

Facilitator Notes for Future Improvement

Date & Facilitator Name: [What went well? What would you do differently? Did you need more/less time for certain activities?]



Flip Charts

Flip chart 1: Direct Communication

Direct Communication

Flip chart 2: Indirect Communication

Indirect Communication

Flip chart 3: I Statements

I Statements

“When _____,
(Describe the situation; what you observed)

I feel _____.
(Describe your own feelings using feeling words)

I would like _____.
(Request something from the other person)

OK?”
(Make sure there is understanding. Be open to new ideas.)



Handout 1: Direct and Indirect Communication

Style	Description	Advantages	Possible Problem	When to Use
Direct	Ideas, feelings, wants, needs, and requests are stated simply, bluntly, to the point, with fewer words	Gives an opportunity to get things done quickly Leaves little room for confusion	Hurting the feelings of other people Not showing enough respect, especially to elders	When under time pressure In an emergency When it is culturally acceptable to use this style
Indirect	Ideas, feelings, wants, needs, and requests are stated roundabout, less to the point, more like a hint or suggestion, not specifically stated	Gives an opportunity for people to disagree, be polite, be wrong, or save face	Misunderstanding of what the person really wants, needs, or feels The need for practice to interpret statements	When there is more than one correct action or answer When direct statements are culturally inappropriate



Handout 2: I Statements: A Communication Tool

The format:

“When _____,
(Describe the situation; what you observed)

I feel _____.
(Describe your own feelings using feeling words)

I would like _____.
(Request something from the other person)

OK?” (Make sure there is understanding. Be open to new ideas.)

Where things go wrong:

1. Often “descriptions” of the situation are really evaluations or subjective judgments about the other person. For example, “When you leave the kitchen a mess ... ” is an evaluation. But, “When the dirty breakfast dishes are left in the sink ... ” is an observation.
2. We often don’t express a feeling after we say, “I feel.” For example, “I feel this is stupid,” or “I feel like you don’t care,” or even “I feel you lack some skills to do the job,” are not feeling statements. Other judgments we might confuse with emotions are: “I feel betrayed,” or “I feel misunderstood.” Saying “I feel betrayed,” is really saying, “You betrayed me.” The feeling underneath this statement might be anger or hurt.
3. We often think we are making a request, when we are really making a demand. When we make a request, the other person is always free to say yes or no to it.

When I use “I Statements,” the focus is on my feelings. I accept that it is my problem. No one can make me feel anything. By accepting that my feelings are my own problem, I make it less likely that others will become defensive.

If I am bothered, it is my problem.
If you are bothered, it is your problem.
If we care about each other’s feelings, it is our problem.



Handout 3: Change the Sentence

Here are some sentences. In your group, decide whether they are direct or indirect statements. Then, if they are direct, rewrite them so they are more indirect. If they are indirect, rewrite them so they are more direct. You may act them out instead of writing them, if you wish.

Change the Sentence

Empty the garbage before you go out with your friends.	
You left a mess in the kitchen.	
That's a very interesting answer on your test paper.	
Some people would be surprised to hear news like that.	
I don't like your attitude.	
You are always shouting at me.	
When I hear this song I feel like dancing.	
When you've been sitting in school all day, don't you feel like running?	
Do you want to come to the dance with me?	
You have beautiful eyes.	
My parents were upset when my sister came home late.	



Handout 4: I Statement Practice

Read each situation. Decide what the problem is and what your feelings might be. Then write an “I Statement.”

1. Suppose a neighbor had promised to help take care of a garden you share but never did any work.

The problem: _____ Your feelings: _____

I Statement:

When _____.

I feel _____.

I would like _____ . OK?

2. Suppose a friend of yours stopped a boy from teasing and bullying a small child.

The problem: _____ Your feelings: _____

I Statement:

When _____.

I feel _____.

I would like _____ . OK?

3. Suppose your mother had said you could go out with friends but later said you had to stay home and take care of your younger sister.

The problem: _____ Your feelings: _____

I Statement:

When _____.

I feel _____.

I would like _____ . OK?

4. Suppose your brother or sister told another person to stop kicking a dog.

The problem: _____ Your feelings: _____



I Statement:

When _____.

I feel _____.

I would like _____ . OK?

5. Suppose a friend agreed to meet you one evening but never showed up and you were left alone.

The problem: _____ Your feelings: _____

I Statement:

When _____.

I feel _____.

I would like _____ . OK?

6. Suppose a friend of yours gave some money to a poor person on the street.

The problem: _____ Your feelings: _____

I Statement:

When _____.

I feel _____.

I would like _____ . OK?

7. Suppose you saw your friend out with another group of friends and she (or he) didn't even say hello to you.

The problem: _____ Your feelings: _____

I Statement:

When _____.

I feel _____.

I would like _____ . OK?



Handout 5: Communication Plan

Type of Communication	A Time I Could Use It	A Situation When I Might Try It
Direct Communication		
Indirect Communication		
I Statements		



Trainer Material 1: Suggestions for I Statement Practice

Use this page as a guide if participants need help making their own “I Statements.”

1. Suppose a neighbor had promised to help take care of a garden you share but never did any work.

The problem: *Not helping*

Your feelings: *Disappointment*

I Statement:

When *you don't weed the garden.*

I feel *disappointed because we agreed to share that chore.*

I would like *you to pull the weeds this week. OK?*

2. Suppose a friend of yours stopped a boy from teasing and bullying a small child.

The problem: *Being mean to a young child* Your feelings: *Anger, fear*

I Statement:

When *you stopped that boy from teasing the small child,*

I felt *thankful and happy to be your friend.*

I would like *us to continue to be kind to others. OK?*

3. Suppose your mother had said you could go out with friends but later said you had to stay home and take care of your younger sister.

The problem: *Changing her mind*

Your feelings: *Anger*

I Statement:

When *you change your mind at the last minute*

I feel *angry because I told my friends I would meet them.*

I would like *you to be consistent so I can make plans. OK?*

4. Suppose your brother or sister told another person to stop kicking a dog.

The problem: *Being cruel to animals*

Your feelings: *Sadness*



I Statement:

When *you asked that person to stop kicking the dog,*

I felt *proud to be your friend.*

I would like *you to keep showing kindness to animals. OK?*

5. Suppose a friend agreed to meet you one evening but never showed up and you were left alone.

The problem: *Not meeting you*

Your feelings: *Lonely, sad*

I Statement:

When *you didn't show up the other night*

I felt *lonely and sad because I really wanted to see you.*

I would like *you to call when there is a change of plans. OK?*

6. Suppose a friend of yours gave some money to a poor person on the street.

The problem: *Seeing someone in need*

Your feelings: *Shame, pride*

I Statement:

When *you gave some money to that poor person on the street,*

I felt *happy and surprised that you could be so generous.*

I would like *you to continue teaching me how to help others in our community. OK?*

7. Suppose you saw your friend out with another group of friends and she (or he) didn't even say hello to you.

The problem: *Being ignored*

Your feelings: *Resentment*

I Statement:

When *you walked past me without saying hello the other day*

I felt *resentful because I thought you cared more about your other friends than me.*

I would like *you to smile and say "hello" when we are in public. OK?*



Unit 2, Session 3: Making Decisions

Training Manual:	Life Skills and Leadership: Unit 2, Session 3
Rationale:	Identifying and demonstrating decision-making skills are elements of a positive identity and social competencies, and are assets in youth development. Youth who describe or display decision-making skills are more likely to engage in positive, constructive behaviors and avoid negative, destructive behaviors.
Target Audience:	In-school and out-of-school youth who have completed at least primary education.
Facilitator Expertise:	Peace Corps Volunteers and local counterparts who have been trained in how to use and adapt the <i>Life Skills and Leadership Manual</i> .
Time:	120 minutes
Pre-requisites:	Unit 2, Session 2
Version:	Feb-2013



Session 3: Making Decisions

Date:

Time: 120 minutes

Facilitator(s):

Facilitator preparation:

1. Set up the learning space with four special chairs: One with stones on it; one positioned at the front, facing the group; one with a “Reserved” sign; one facing a corner.
2. Prepare multiple copies of Handout 1. One for each participant and up to 10 for each small group.
3. Have a reference a copy of Handout 1: Development during Adolescence from Unit 1, Session 2 for use in the Information section Part B, PAUSE for Better Decisions.
4. Read the scenarios in Handout 3: Practice with Pause. Modify as needed to make them appropriate to your group.
5. Print one copy of Handout 3: Decision Making Question Cards for each group of three participants and cut them into separate cards.

Note: Facilitator may assess the feasibility of making the number of handouts used in this session. While individual handouts provide participants worksheets and resources they can keep on hand during and after the session, there may be alternatives to individual handouts, if this is an issue. Some of the handouts might be rendered on a flip chart and participants could be asked to reproduce the handout, or key parts of it, in their notebooks or note papers.

Note: See the facilitator note in the Motivation section, which describes an alternative for that activity.

Materials:

- **Equipment**

1. Handful of stones or pebbles, “Reserved” sign
2. Flip chart, markers or crayons

- **Prepared flip charts**

- Flip chart 1: Decisions
- Flip chart 2: Stick Figure

- **Handouts**

- Handout 1: Making Decisions
- Handout 2: PAUSE for Better Decisions
- Handout 3: Practice with PAUSE
- Handout 4: Decision-making Question Cards

- **Trainer materials**

- Trainer Material 1: Ideas for Using PAUSE
- Trainer Material 2: Interpretation of Decision-Making Question Cards

Learning Objective:

1. Using the steps of decision making and reflecting upon their own decisions, participants will demonstrate at least one method for identifying problems or priorities, possible causes, proposing possible solutions, analyzing pros and cons of each possible solution, and making decisions consistent with personal values.



Instructional Sequence

I. Motivation (10 minutes)

Materials:

Items for chairs: Handful of stones or pebbles, “Reserved” sign
Flip chart 1: Decisions

A. Decisions, Decisions

Participants identify the frequency of their decision making in everyday situations.

1. Before participants arrive, set up the learning space with some special chairs and the objects below. (If you do not have chairs, place the objects on the cushions or in those places people would typically sit.)

1. A chair with stones on the seat
2. A chair positioned at the front or focus point of the learning space
3. A chair with a sign that says “Reserved,” “Do Not Sit Here,” or “Save this Chair”
4. A chair facing a corner or at the edge and facing outside the learning space

Note: If for some reason participants do not have a choice of which chairs they sit in, you can simulate this activity in the following way: Hold up a handful of stones and ask, “Would you choose to sit in a chair if you found these on the seat?” Talk about why that would be a poor choice and that making that choice would be based on logical factors. Point to another chair and say, “If the chair were right here at the focus point of the learning space, would you choose to sit in it?” Talk about how one’s decision would be based on emotional factors. Hold up a “Reserved” sign and say, “If you could choose to sit anywhere, would you sit in a chair that had this sign on it?” Talk about how this decision would be based on social factors. Point to another chair and say, “If I turned this chair to face the corner and you could choose to sit in it, would you?” Talk about how this decision would be based on a person’s hopes and their expectations for being in the training session. You can’t fulfill your reason for coming to the training if you are facing away from the action.

2. Allow participants to enter and sit down as they usually do.
3. Point out how regularly we make decisions, sometimes without giving it much thought. Say:

“We make countless decisions every day, from what to eat to what to wear, and which friends to spend time with. Making decisions is so much a part of our daily lives that, most of the time, we don’t even realize we have decided on something. In fact, I can imagine that most of you made some decisions as soon as you walked into the room and you weren’t even aware that you did. For example, here’s a chair with some rocks on it. Why didn’t anyone sit here? (Possible response: It looks uncomfortable or dirty.)

*“There are logical reasons that no one would want to sit in a chair with rocks on it.”
“Why didn’t anyone sit in this chair that’s right up front?” (Possible response: I don’t want to have everyone looking at me.)*



“Being right up at the focus of attention might make someone feel uncomfortable so there are emotional reasons for choosing not to sit here. This other chair has a reserved sign on it. Why wouldn’t people typically sit there?” (Possible response: It’s being saved for someone else.)

“Yes, people tend to respect the social rules so this chair represents the social factors involved in making choices. Lastly, there is a chair facing into a corner that no one chose (or if they did, they probably turned it to face the right direction). Why didn’t any of you sit there?” (Possible response: I wanted to see what was going on. I wanted to be a part of the class.)

“If you are coming to a class, you probably want to see and participate so this would be a bad choice. It’s an illustration of the way we make choices that are in line with our goals, our purpose, and our hopes for the future.

“So these are the starting points for many of our decisions. Some we make using logic, others with our emotions, sometimes we base a decision on social rules, and other times our decision is made because we want to achieve a goal or we have an expectation.” (Refer to Flip chart 1: Decisions as you mention these here.)

Note: If you are working with street youth or other displaced youth, use different examples about choices they might make, such as where to go, what to do, whom to be with. For example, everyone made the decision to be present at the session today.

4. Invite discussion of these concepts with these questions:

- What are some of the things you make decisions about every day without giving it much thought?
- What are some examples of when you have relied upon logic, your emotions, social rules, or your goals to make a decision?

B. Summary

Summarize by saying:

“Sometimes it’s difficult to know what the best decision is in a situation. We can easily become confused when there are many factors to consider. Today we are going to learn how to identify the issues or concerns that influence our thinking. And we’ll practice making decisions so you can be more confident about your own choices in the future.

II. Information (35 minutes)

Materials:

Flip chart 1: Decisions

Flip chart 2: Stick Figure

Handout 1: Making Decisions

Handout 2: PAUSE for Better Decisions

Reference copy of Handout 1: Development during Adolescence for use in the Information section Part B, PAUSE for Better Decisions.



A. Whole Body Decisions

Participants learn a process for making decisions that encourages consideration of multiple factors.

1. Introduce the different factors involved in making decisions. Display Flip chart 1: Decisions. Say:

“In the previous demonstration, we saw how there are a number of factors we rely upon to make decisions. We consider the logic, our emotions, social rules, and our goals. I’d like to suggest a way for you to remember all these factors.

“We can think of different parts of our body to help us remember the different factors when making a decision.”

2. Show Flip chart 2: Stick Figure (drawing of a stick figure person with parts labeled) and distribute Handout 1: Making Decisions.

*“To remember the logical, thinking aspect of making decisions, picture your **head**. That’s where your thinking begins. Ask yourself questions like these:*

- Is it right?
- Does it make sense?
- What does my experience tell me about this?
- How much does it cost?
- Is it safe?

*“To remember the emotional aspect of making decisions, picture your **heart**. That’s the center of your feelings. Ask yourself:*

- How do I feel about it?
- Do I have pains in my stomach when I think about this decision?
- What are my instincts telling me?

*“To remember the social aspect of making decisions, visualize your **hands**. We use our hands to greet other people or to help them out. So before you make a decision, think about ...*

- Who might help you with advice?
- Who might be affected by your decision?
- What do other people expect?
- Who will approve or disapprove?

*“To remember the role our goals fit in making decisions, think about your **hopes** for the future. In this flip chart, I’ve drawn some wings (or a cloud bubble) to represent the dreams and hopes for a better life. When making a decision, ask yourself ...*

- How will it affect me in the long term?
- Will it help me reach my goal?
- Will it help me be a better person?

“It’s important to know which factors you are using to make a decision. For example, if you use only your head and ignore what your heart tells you, you may not be as happy in the end.



“Think about a decision you made recently. Which did you use most? Head, heart, hands, or hope?”

3. Listen to some examples that participants share. Say:

“It’s obvious that each of you have used a variety of your head, heart, hands, and hope to make decisions. In some cases you used several, if not all, of these aspects of decision making. You might prefer one aspect more than another but, as we’ll see, it’s usually better to use more than one to make our best decisions.”

B. PAUSE for Better Decisions

Rationale: Participants learn a five-step process for making decisions.

1. Introduce a five-step process for making decisions. Say:

“Making good decisions during adolescence can be tough. What seems like a good thing at first may not turn out as you expected. And sometimes, teenagers don’t even realize that they could have made a decision and avoided problems in the first place. Part of the difficulty is that, during adolescence, our brains work differently than when we are adults. Remember, during our session about adolescent development, we talked about the mental, emotional, physical, and social changes we deal with at this age.

(Refer to the handout from Unit 1, Session 2 if appropriate.)

“With so many changes going on at once, making decisions can become very complicated. Fortunately, there is hope. Young people can learn to make better decisions even while their brains are undergoing this incredible growth. Today you will learn some simple steps that will improve your decisions and lead to better outcomes.

2. Distribute Handout 2: PAUSE for Better Decisions and explain each of the five steps.

“To make good decisions, it’s usually better to think about them first rather than rushing and deciding something quickly. You can avoid making a bad decision by slowing down. Here’s a way to do that, which I’ll call ‘PAUSE.’ Each letter of the word ‘PAUSE’ stands for a step in the decision-making process:

“P is for Pause – what is the decision? (Sometimes we don’t realize that there is a decision to be made. Slow down. It might be difficult to realize that we can take charge and be in control.)

“A is for Ask yourself – what are the options? (List as many choices as possible. Try to notice those choices you can make and those where you have no control.)

“U is for Understand the consequences (Try to guess what will happen as a result of each choice. This is a mental activity that is difficult for adolescents given their growing brains, but you can get better with practice.)



“S is for Select an option – use your Head, Heart, Hands, Hope (Check in with yourself on all levels; consider them all. How do the options fit logically, emotionally, socially, and in terms of your goals?)

“E is for Evaluate the outcome (Make a plan to review your decision and make sure it’s still what you want. Often we think a decision will be final; that there is no going back. Fortunately, most decisions can be changed and often, over time, new options present themselves as solutions that we had not seen before.)”

3. Give participants extra copies of Handout 1: PAUSE for Better Decisions and encourage them to write some notes in the spaces as you talk through the steps of PAUSE that Lena might follow. Read the example of Lena’s Situation (below) and ask the participants to speculate about how Lena might respond to each of the steps in PAUSE.

Note: As an alternative to copies of handouts, participants could reproduce the information on plain paper.

Lena’s Situation:

“Lena lives with her mother and three younger brothers. After school she helps her aunt by repairing and altering clothing that her aunt gets from friends and neighbors. This gives Lena some extra money to help her family. Unfortunately, she doesn’t earn enough money to keep much for herself. Last week, a tailor who has a shop in town asked her to work for him each day after school.”

4. Use PAUSE to help Lena with her situation. Ask participants what they think might be going on for Lena at each step of PAUSE.

“Pause – what is the decision? (Possible answers: Either take the new job with the tailor or keep working for her aunt.)

“Ask – what are the options? (Possible answers: Keep the job with her aunt. Quit working for her aunt and take the job with the tailor. Look for a different job from either her aunt or the tailor. Work for both her aunt and the tailor on different days. Stop working altogether.)

Note: This step may be difficult for participants so encourage them to come up with more than the two most obvious options.

“Understand the consequences. (Possible answers: Keeping her current job makes her aunt and other family members happy. Working for the tailor she earns more money but may make her aunt unhappy. There may not be other jobs for Lena to try for. Working for her aunt and the tailor may make her too busy to do her schoolwork. Stop working altogether and Lena can focus on her studies, but she won’t have any money at all.)

Note: This step may also be difficult so encourage participants to really think through what might happen.

“Select an option. (Possible answers: Head: Making more money with the tailor is logical. Heart: It’s important to keep her aunt happy. Hands: She could consult with her mother and some friends. Hope: Lena has dreamed of being financially independent and perhaps having her own tailoring shop one day.)



“Evaluate the outcome. (Possible answers: Whatever decision Lena makes today, she can check in three weeks to see how it’s going and whether she is happy. She can probably change her mind or the situation to make it better for herself.)

5. Discuss some of the following questions with the participants:

- How well do you think PAUSE worked for Lena’s decision?
- If you were in Lena’s position, what would be the most difficult step of PAUSE for you?
- Which might be the easiest step?
- After considering the situation with PAUSE, what decision would you make and why?
- Would your decision be based more on your Head, Heart, Hands, or Hope?
- What is a potential disadvantage of using PAUSE? (Possible answers: It takes longer. You might not remember to use it. You might forget what all the steps are.)

C. Summary

Summarize by saying:

“It’s easy to become worried about whether you are making the right decision. That’s why it’s important to know what your Head, Heart, Hands, and Hope are telling you. You can consider the decision from more than one angle. Then, using the steps of PAUSE, you can think through all the options and the possible consequences. You will have a better chance of getting the result you want. And if you need to change your mind, you’ll know what to change it to!”

III. Practice (30 minutes)

Materials:

Handout 2: Pause for Better Decisions (Three to four copies for each group)

Handout 3: Practice with PAUSE (One copy for each group)

Trainer Material 1: Ideas for Using PAUSE

A. PAUSE for Better Decisions (continued)

Participants practice using the PAUSE steps for making better decisions.

1. Divide participants into groups of four or five. Give each group three or four copies of Handout 2: Pause for Better Decisions and Handout 3: Practice with PAUSE. Say:

“Here’s a chance for you to practice using PAUSE. Your group has several situations where someone needs to make a decision. As a group, work through the steps of PAUSE. You can use a different sheet for each situation to keep notes. Later, I’ll ask your group to describe your thinking about the situations you studied.”

Note: As an alternative to copies of handouts, participants could reproduce the information on plain paper.

Note: These examples in Handout 2 intentionally have been written to be less challenging or controversial. But as the facilitator, you should review them to make sure they are culturally appropriate and relevant for your group. Feel free to



change the names and details within each story so they make sense for your participants. Assign one to three situations to each group.

2. Give the groups about 15 minutes to work, then ask each group to share highlights of their discussion about at least one situation. Invite other groups to make a short comment about the situations if they came to a different conclusion.

Note: You can refer to Trainer Material 1: Ideas for Using PAUSE for some suggestions in interpreting the different stories.

3. Choose discussion questions for the whole group, as appropriate, from the following:
 - Which of the stories was most difficult or challenging?
 - How difficult was it to think of different options in the “Ask” step?
 - What challenges did you have in thinking about the possible consequences in the “Understand” step?
 - What were some decisions made by groups other than your own that you liked?
 - What do you think about using PAUSE?
 - What are some lessons you can learn from using PAUSE?
 - How easy do you think it would be to use the PAUSE steps in your own decision making?

B. Summary

Conclude the exercise by saying:

“It’s really important to recognize when a decision needs to be made and to think through the options and consequences so you can achieve the best outcome.”

IV. Application (30 minutes)

Materials:

- Sheets of paper cut into fourths
- Pens or pencils
- Flip chart, markers or crayons
- Handout 2: PAUSE for Better Decisions

A. When to PAUSE

Participants apply PAUSE steps to their own situations.

1. Invite participants to think of a time they might use PAUSE. Say:

“I’d like to give you a chance to use the steps of PAUSE in a situation that’s more specific to you. Please take a moment to think of a situation from your own life when using PAUSE would be helpful. This could be a decision that you made in the past that you’d like to review. It could be a decision that you will need to make in the near future. Or it could be a decision about a situation that happens to you a lot. It doesn’t have to be as dramatic as some of the examples we’ve already looked at. It could be as simple as choosing whether to go out with friends or to study for a test at school.”



2. Divide participants into groups of three and distribute a copy of Handout 2: PAUSE for Better Decisions to each person. Say:

“I would like you to write your decision at the top of the page.” (If participants cannot think of a decision for themselves, you can suggest that they use an example from Handout 3.)

3. When participants have all written something, ask them to exchange their papers within their own group so each participant has the paper of a different person. Say:

“Look at the new paper you have. The next step of PAUSE is to Ask what all the options might be. Please look at your new paper and list at least three options that someone could do for the decision written at the top of the page.”

4. Allow a few moments so participants can respond. Then ask them to exchange their papers once again and say:

“With this new paper, please read the decision and the options. Then complete the third step of PAUSE, Understand. Look at the possible choices and try to guess what will happen as a result. Take a few moments to write some ideas.”

5. This will take more time so allow three to five minutes for people to write ideas, then say:

“Return the papers to their owners. When you get your own paper, read through everything and use the next step of PAUSE to Select an option. Then talk about your paper with the other members of your small group. You can use some of these questions:

- *Which option did you choose and why?*
- *How helpful was it to get ideas about the steps in PAUSE from friends?*
- *Did you use your Head, Heart, Hands, or Hope in choosing from among the options?*
- *How and when will you review your decision?”* (This fits the “E” of PAUSE, Evaluate the outcome.)

6. After participants have had a chance for these conversations, you can follow up with a short discussion with the whole group using these questions:

- What similarities are there among the situations for decision making chosen by the members of your group?
- How confident do you feel about using PAUSE in other situations?

Note: Completion of “When to PAUSE” is an assessment of Learning Objective 1.



B. Summary

Conclude the activity by saying:

“PAUSE is not always easy to remember to do. Taking the time to do this kind of practice helps you become more familiar with each of the steps and more confident using them.”

V. Assessment (15 minutes)

Materials:

Handout 3: Decision Making Question Cards

Trainer Material 2: Interpretation of Decision-Making Question Cards

A. Question Sorting

Participants review the steps involved in good decision making.

1. Divide participants into groups of three and give each small group a set of Decision-Making Question Cards. Explain the activity by saying:

“We’ve talked about how to make better decisions by using PAUSE to stop, analyze the situation, think of options, weigh the options, choose the best action, and evaluate whether the decision needs to be changed. At each step of PAUSE you need to ask yourself some questions.”

“I have given your group a stack of cards. Each card has a question that you might ask during one of the steps of PAUSE. Working with your two partners, read the cards and decide the step of PAUSE in which you might use that question. Sort all of your cards into separate piles for Pause, Ask, Understand, Select, Evaluate.”

2. Give participants five to seven minutes to sort their cards then ask groups to share how they categorized the cards. Begin by asking two or three groups to say which cards they categorized under “Pause.” Confirm their correct answers by referring to Trainer Material 2: Interpretation of Decision Making Question Cards. If a group puts a card in the wrong category, rather than saying an answer is wrong, ask the group to explain its reasoning. Because of differing interpretations, some questions may fit in more than one category. Say:

“You can probably use some of these questions for more than one step of PAUSE. That particular question will also be helpful in (name of PAUSE step).”

3. Repeat this process for the categories of “Ask,” “Understand,” “Select,” and “Evaluate.” Invite participants to label each question card with its appropriate category name.

Note: “Question Sorting” serves as an assessment of Learning Objective 1.



B. Summary

Encourage participants to choose one question card from each PAUSE category to keep as a reminder of what they might ask when they are making a decision. Conclude by saying:

“The more often you remember to PAUSE, the more options you will see and the happier you will be about your decisions. We will refer to PAUSE again when we learn about creative thinking and solving problems in our future sessions.”

References:

The concept of using Head, Heart, Hands, and Hope in making decisions has been adapted from:

The Council on Quality and Leadership. “Making Choices: Supporting People in Decision Making.”
<http://www.thecouncil.org/uploadedFiles/Making%20Choices.pdf> (accessed 12/11/2012).

Facilitator Notes for Future Improvement

Date & Facilitator Name: [What went well? What would you do differently? Did you need more/less time for certain activities?]



Our Decisions

Logic

Emotions

Social Rules

Goals



Flip chart 2: Stick Figure

1. Draw a large stick figure of a human. Exaggerate the parts below that you will label. Hope can be represented with angel or butterfly wings or a cloud bubble above the head to indicate dreams or a goal for the future. You can also add key question for each part of the body or refer participants to Handout 1.
2. Label the drawing:

Head (Logic)

Heart (Emotions)

Hands (Social)

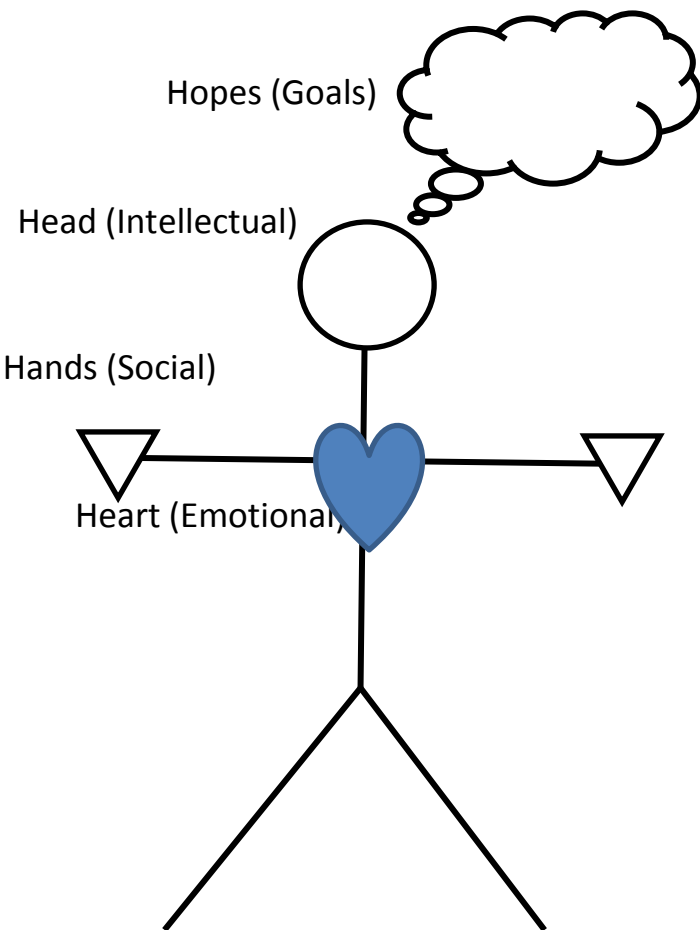
Hope (Dreams, Goals)

In addition, you may use this table if you wish.

Head	Logic, Experience, Judgment
Heart	Emotions; How do I feel about it?
Hands	Social factors; Who else needs to be included?
Hope	Dreams, Goals, Expectations



Handout 1: Making Decisions



Sample Questions for Making Decisions

Head

- Is it right?
- Does it make sense?
- What does my experience tell me about this?
- How much does it cost?
- Is it safe?

Heart

- How do I feel about it?
- Do I have pains in my stomach when I think about this decision?
- What are my instincts telling me?

Hands

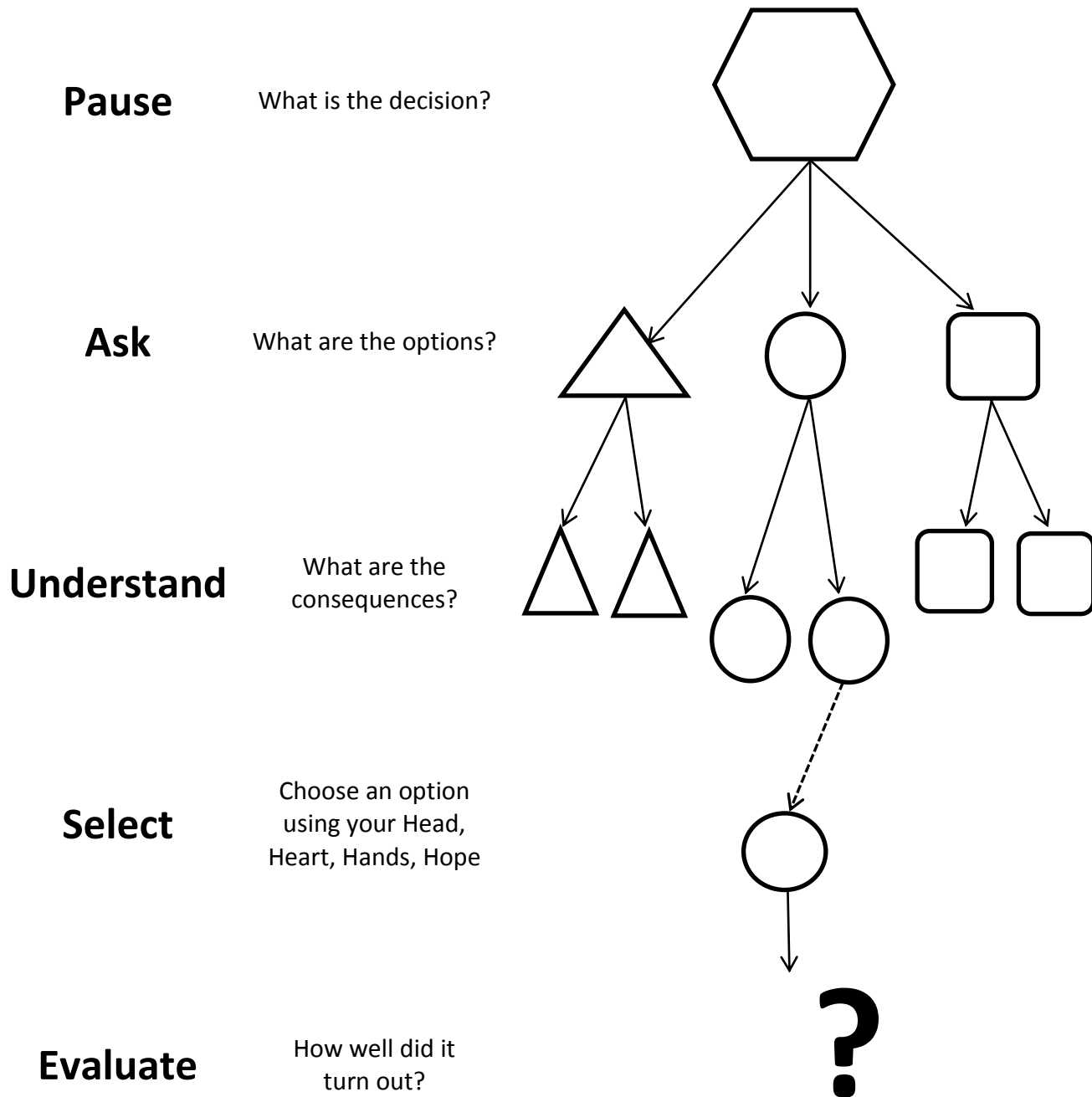
- Who might be affected by my decision?
- What do other people expect?
- Who will approve or disapprove?

Hopes

- How it will affect me in the long term?
- Will it help me reach my goal?
- Will it help me be a better person?



Handout 2: PAUSE for Better Decisions



Handout 3: Practice with PAUSE

1. Hani is walking home from school with his two friends, Raouf and Ashraff. As they get close to the corner shop, Raouf and Ashraff start talking about stealing some snacks. They tell Hani that he should distract the shopkeeper. In another few minutes they will be outside the shop.
2. Mona and Sylvia are best friends. Sylvia always seems to have the latest gossip about other people. Mona thinks it's interesting to hear this information but sometimes Sylvia says things that are mean and hurtful. The other day Sylvia was very critical about another good friend of Mona's. Mona is beginning to think that Sylvia doesn't want her to have any other friends.
3. Marco's mother is expecting him to come directly home after going to the store for her. Passing by the football field, Marco sees all of his friends having fun playing a game. They call to him to join them. It wouldn't matter if he played for a few minutes, would it?
4. Petri just arrived at her friend's house. She thought just the two of them would be together for a while so she was surprised to see so many other people – some she has never met. It seems like it might be a fun party. There's beer and no adults, but Petri also saw some people with drugs.
5. Ramone has been trying to avoid Leif, another boy in his class, for quite a while now. At first Leif would just follow Ramone and tease him. But over time, things have gotten worse. Lately Leif has been demanding money and threatening Ramone. Today, on his way out of the house, Ramone saw his father's pocket knife and wondered whether he should take it to protect himself.
6. Ephron was on his way to meet some friends after school. As he walked around the corner, there leaning against a tree, was a bicycle. No one was in sight. Who would leave a bike and walk off? Maybe no one wanted it! Ephron could certainly use a bike – or even sell it and keep the money.
7. Mieka has been studying many hours for the mathematics test this week. She asked her older sister for some help and even stayed after class to talk to the teacher. But now her



friend, Tilden, is pressuring Mieka to cheat on the test. “If you’re a good friend, you’ll give me a few answers!” Tilden said.

8. Ondo has been spending a lot of time with a couple of new friends. They are really wild and crazy, looking for mischief and finding trouble. Most of their “adventures” have been fun and harmless, but the other day they had something that could have been drugs. That scared Ondo, but he also didn’t want them to make fun of him for being worried about it.



Handout 4: Decision-Making Question Cards

Make a copy of this page for each group of three participants. Cut along the dotted lines to make a set of cards.

What do I need to
decide now?

What experience
have I had with this
before?

Is this a good
situation or a bad
situation?

Does this situation
make sense?

Can I do nothing?

Can I do the
opposite?

Can I do more than
one thing at the
same time?

Can I combine two
ideas into a new
option?



What's the worst thing that might happen?

What's the best thing that might happen?

What surprising thing might happen?

What would I usually expect to happen?

Is this a smart decision?

What am I feeling: nervous, scared, happy, uneasy?

How would this decision affect my family?

Will this decision make my future better?



Am I happy with the result?

How am I feeling after some time has passed?

Are there some new options I had not considered before?

Can I make some changes to my decision?

What can I do?



Trainer Material 1: Ideas for Using PAUSE

Use this page to make suggestions for how the small groups of participants might use PAUSE to make decisions in the sample situations.

1. Hani is walking home from school with his two friends, Raouf and Ashraff. As they get close to the corner shop, Raouf and Ashraff start talking about stealing some snacks. They tell Hani that he should distract the shopkeeper. In another few minutes they will be outside the shop.

Pause: Hani must decide whether to help his friends to do something illegal.

Ask: Help his friends; Don't help his friends; Walk away; Change the subject.

Understand: Stealing has serious consequences with the law; Hani could lose his friends; Hani could challenge his friends to be better people.

Select: Head: It's not logical to face the consequences of theft; Heart: Hani wants his friendships; Hands: Hani's family may be disgraced; Hope: It's hard to see how theft would fit with Hani's long-term goals.

Evaluate: If Hani does not help the boys, he will be in a good position to see whether Raouf and Ashraff are the kinds of people he wants as friends.

2. Mona and Sylvia are best friends. Sylvia always seems to have the latest gossip about other people. Mona thinks it's interesting to hear this information but sometimes Sylvia says things that are mean and hurtful. The other day Sylvia was very critical about another good friend of Mona's. Mona is beginning to think that Sylvia doesn't want her to have any other friends.

Pause: Why is gossip hurtful to other people? How can gossip come back and hurt Mona?

Ask: Mona can ask Sylvia not to gossip; Mona can change the subject; Mona can tell Sylvia why she doesn't like gossip.

Understand: Sylvia might get mad or not want to be friends with Mona; Mona might lose friendships with other people.

Select: Head: Gossip hurts others; Heart: I know it doesn't feel good when people gossip about me so it probably doesn't feel good to them either; Hands: Gossip could hurt other friendships; Hope: Mona probably does not want to hurt other people over the long term.

Evaluate: Mona can try confronting Sylvia once and see what happens.

3. Marco's mother is expecting him to come directly home after going to the store for her. Passing by the football field, Marco sees all of his friends having fun playing a game. They call to him to join them. It wouldn't matter if he played for a few minutes, would it?

Pause: Should Marco stop to play with his friends?

Ask: Stop and play; Go straight home; Go home then return in a few minutes to play; Plan to play with friends another time.



Understand: Mother will be angry if Marco doesn't come home; Friends may make fun of Marco if he does not play with them; Marco won't have much fun at home.

Select: Head: Mother expects Marco right away; Heart: Marco really wants to be with his friends; Hands: Marco doesn't get to spend time with friends very often; Hope: Marco wants to please his mother AND have good friends.

Evaluate: How did Marco's mother react? How understanding were his friends?

4. Petri just arrived at her friend's house. She thought just the two of them would be together for a while so she was surprised to see so many other people – some she has never met. It seems like it might be a fun party. There's beer and no adults, but Petri also saw some people with drugs.

Pause: This situation has great potential for a negative outcome, with possible substance abuse and no adults present.

Ask: Stay at the party and have fun; Stay and avoid the drugs and alcohol; Leave the party; Ask the friend why she invited the other people; Invite another friend at the party to go do something else.

Understand: Possibly offending the friend; Getting into trouble or legal problems; Possible harm to Petri's safety; Spending the evening alone with no friends and no fun.

Select: Head: It's an unsafe situation; Heart: Petri's friend should have been honest about the party at her house; Hands: It's difficult to leave a social situation with a lot of friends present; Hope: Getting caught or arrested has long-term consequences.

Evaluate: Petri could "test" one of her choices with another friend at the party.

5. Ramone has been trying to avoid Leif, another boy in his class, for quite a while now. At first Leif would just follow Ramone and tease him, but over time things have gotten worse. Lately Leif has been demanding money and threatening Ramone. Today, on his way out of the house, Ramone saw his father's pocket knife and wondered whether he should take it to protect himself.

Pause: What is the best way for Ramone to confront Leif?

Ask: Threaten Leif with the knife; Talk to an adult; Ask some other boys to confront Leif; Leave quietly when Leif is in the area; Firmly tell Leif to leave him alone.

Understand: Leif could get hurt with the knife; Ramone could get hurt with the knife; Ramone could be teased if he asks an adult or friends for help; Ramone could get in serious trouble for having the knife.

Select: Head: Threatening or hurting Leif could be illegal; Heart: Ramone is under considerable stress; Hands: Leif's actions are clearly against social standards; Hope: Hurting Leif is not in Ramone's long-term interest.

Evaluate: Try a less threatening option and evaluate the result.

6. Ephron was on his way to meet some friends after school. As he walked around the corner, there, leaning against a tree, was a bicycle. No one was in sight. Who would leave a bike and walk off? Maybe no one wanted it! Ephron could certainly use a bike – or even sell it and keep the money.



Pause: What is Ephron’s responsibility when he finds something that is not his?

Ask: Take the bike; Leave the bike; Try to find the owner of the bike; Use the bike but return it to where it was found.

Understand: Taking the bike, Ephron might be accused of theft; Finding the owner, he might get a reward; Leaving the bike, he will always wonder what it would have been like to have that bike.

Select: Head: Ephron is trying to convince himself that it’s OK to take the bike; Heart: Ephron really wants the bike but he would also be upset if someone took his bike; Hands: People don’t abandon valuable property. Surely the bike belongs to someone; Hope: There must be a better way for Ephron to get a bike of his own

Evaluate: How will Ephron feel as soon as he turns his back on the bicycle?

7. Mieka has been studying many hours for the mathematics test this week. She asked her older sister for some help and even stayed after class to talk to the teacher. But now her friend, Tilden, is pressuring Mieka to cheat on the test. “If you’re a good friend, you’ll give me a few answers!” Tilden said.

Pause: Should Mieka be dishonest to help a friend?

Ask: Give some test answers to Tilden; Help Tilden study for the test so she can do better on her own; Tell Tilden to get some extra help from the teacher; Tell the teacher that Tilden wants to cheat on the test.

Understand: Possible loss of Tilden’s friendship if Mieka doesn’t provide the answers; Possible failure of the test if Mieka and Tilden are caught cheating; Possible stronger friendship with Tilden if Mieka helps her study for the test.

Select: Head: Cheating is wrong; Heart: Having to choose between following the rules and helping a friend is very stressful; Hands: Friends (always) help friends; Hope: Mieka wants to do well in school AND have close friends

Evaluate: Mieka might challenge Tilden incrementally and gauge her reactions.

8. Ondo has been spending a lot of time with a couple of new friends. They are really wild and crazy, looking for mischief and finding trouble. Most of their “adventures” have been fun and harmless, but the other day they had something that could have been drugs. That scared Ondo, but he also didn’t want them to make fun of him for being worried about it.

Pause: Are these the right kind of friends for Ondo?

Ask: Confront the boys about the drugs; Quietly stop being friends with them; Tell an adult about the drugs; Become more involved in using or selling the drugs.

Understand: These boys are involved in a lot of risky behavior that could be illegal; It’s “cool” to be with people who take risks; Other teens can be cruel when someone does not do what they want.

Select: Head: Ondo could easily get in legal trouble; Heart: Ondo really wants to have cool friends; Hands: These friends are engaged in a lot of anti-social activities; Hope: Ondo wants to get through his teen years with as few problems as possible

Evaluate: Confronting the boys will tell Ondo a lot about the kind of people they really are.



Trainer Material 2: Interpretation of Decision-Making Question Cards

Here is a list of the Decision-Making Question Cards from Handout 3 and the recommended categories into which they fit. Remember to ask participants to explain their own categorization of these cards because they might fit in more than one category depending upon how one interprets or understands the question.

Pause:

- What do I need to decide now?
- What experience have I had with this before?
- Is this a good situation or a bad situation?
- Does this situation make sense?

Ask:

- What can I do?
- Can I do nothing?
- Can I do the opposite?
- Can I do more than one thing at the same time?
- Can I combine two ideas into a new option?

Understand:

- What's the worst thing that might happen?
- What's the best thing that might happen?
- What surprising thing might happen?
- What would I usually expect to happen?

Select:

- Is this a smart decision?
- Which am I feeling: nervous, scared, happy, uneasy?
- How would this decision affect my family?
- Will this decision make my future better?

Evaluate:

- Am I happy with the result?
- How am I feeling after some time has passed?
- Are there some new options I had not seen before?
- Can I make some changes to my decision?



Unit 2, Session 4: Creative Ideas

Training Manual:	Life Skills and Leadership: Unit 2, Session 4
Rationale:	Identifying and valuing creative thinking are elements of a positive identity, making decisions, social competencies, and assets in youth development. Youth who describe or display creative thinking are more likely to engage in positive, constructive behaviors and avoid negative, destructive behaviors.
Target Audience:	In-school and out-of-school youth who have completed at least primary education.
Facilitator Expertise:	Peace Corps Volunteers and local counterparts who have been trained in how to use and adapt the <i>Life Skills and Leadership Manual</i> .
Time:	90 minutes
Pre-requisites:	Unit 2, Session 3
Version:	Feb-2013



Session 4: Creative Ideas

Date:

Time: 90 minutes

Facilitator(s):

Facilitator preparation:

1. Make and hang five signs of one letter each, spelling P-A-U-S-E, around the learning space.
2. Prepare slips of paper with the PAUSE questions or actions from Trainer Material 1.

Materials:

- **Equipment**
 - Flip chart, markers or crayons
- **Prepared flip charts**
 - Flip chart 1: Get Creative
 - Flip chart 2: Party Food
 - Flip chart 3: Party Entertainment
 - Flip chart 4: Party Guests
 - Flip chart 5: Party Location
 - Flip chart 6: Party Date and Time
- **Handouts**
 - Handout 1: PAUSE for Better Decisions
- **Trainer materials**
 - Trainer Material 1: Questions for PAUSE

Learning Objective:

1. After a small group activity, participants will generate creative solutions for one community or personal priority.



Instructional Sequence

I. Motivation (10 minutes)

Materials:

Letters for P-A-U-S-E posted around the learning space
Slips of paper from Trainer Material 1: Questions for PAUSE

A. Review of PAUSE

Participants review the steps of PAUSE for making decisions.

1. Remind participants of the PAUSE steps in decision making. Say:

“Last time we talked about PAUSE as a way to make better decisions. Can you remember what the letters of ‘PAUSE’ stand for?”

2. Point to the P-A-U-S-E letters posted around the learning space and ask participants to say together the words they represent (Pause, Ask, Understand, Select, Evaluate). Say:

“You’ll also remember that there were some questions you can ask yourself or actions you can take at each step of PAUSE. I’m going to give each of you a slip of paper with one of these questions or actions. When I give the signal, I want you to quickly (and safely) make a group with everyone else who has the same slip of paper.”

3. Distribute one paper to each person at random. Give the signal. When groups are formed, say:

“Now I’d like you to talk to the members of your group and decide which letter of PAUSE your questions or actions fit with. Take a moment to decide as a group and, when I give the signal, move with your group to that letter.”

4. Wait a moment, give the signal, and when groups have chosen a letter to stand next to, give each group a chance to tell everyone what question or action they have on their papers. If any groups are out of place, ask the whole group to give suggestions of the correct place for that group.

B. Summary

Summarize by saying:

“You’ve done a great job of recalling all the steps of PAUSE. Today we are going to spend some time on the second step, Ask. Sometimes it’s difficult to think of different options for making a decision so we will learn some ways to be more creative and to come up with more decisions.”



II. Information (35 minutes)

Materials:

Flip chart 1: Get Creative

A. “Creativity Myths”

Participants learn various ways to think more creatively.

1. Introduce some ideas about creativity. Say:

“I’d like to find out what you think about creativity. I’ll make a statement and if you think it’s true, stand up. If you think it’s false, sit on the floor (or ground). If you think it might be true in some situations but not in others, you can stand halfway! Ready?”

2. Read each of the following statements one at a time and pause to let people stand or sit. When all choices have been made, share the correct response and the explanation for it. If any participants stood just halfway, invite them to explain their reasoning. Answer any questions participants have before reading the next statement.

Statements about Creativity

- a) You are either born creative or you’re not. (False. Everyone is creative! You can be creative without being an artist or a musician. It’s also how we solve problems.)
 - b) You can learn to be more creative. (True. We are going to learn some ways to be more creative today!)
 - c) You can only be creative in the morning or late at night. (False. You can be creative anytime.)
 - d) You’ll be more creative if you have a deadline. (That is the time by which something must be done). (Usually false. Most people find that being under pressure usually makes them worried and tense.)
 - e) To be creative you just need one good idea. (False. People who are creative have many, many ideas but eventually use only the best ones.)
 - f) Sometimes the silliest ideas are the best. (True. Silly, odd ideas may be just the different type of thinking you need.)
 - g) To be creative you have to work alone. (False. Having more people usually means better quality ideas.)
3. Ask participants whether there are other statements about creativity that they have heard. Then say:

“These statements represent some of the common ideas about being creative. Often people also think being creative means you have to come up with an idea all by yourself. But being creative does not just mean inventing a completely original idea. It also means being able to change or build upon another person’s idea. In fact, most creative ideas are a variation of earlier ideas by other people.”

4. Share Flip chart 1: Get Creative with participants. Say:



“Here is a list of a few ways you can be more creative, especially when trying to come up with a lot of different options in the Ask step of PAUSE. Look at them and tell me which are like the statements about creativity that I read to you a few moments ago.”

5. Help participants make connections between the statements about creativity and the items on Flip chart 1. If needed, you can re-read statement “e)” (which relates to having lots of ideas, adding to a list, and eliminating ideas), statement “f)” (which relates to thinking of the opposite), and statement “g)” (which relates to the need to have a lot of people if you want to invent a lot of ideas).

B. Summary

Summarize by saying:

“Most of these five ways of being more creative are based on doing something with ideas that other people have thought of. You don’t have to come up with unique ideas to be creative. In the next activity you’ll see how everyone can contribute to creative ideas by using one of these ideas.”

III. Practice (30 minutes)

Materials:

- Flip chart 2: Party Food
- Flip chart 3: Party Entertainment
- Flip chart 4: Party Guests
- Flip chart 5: Party Location
- Flip chart 6: Party Date and Time

A. Get Creative

Participants practice various ways to think more creatively.

1. Explain that you would like everyone to have practice coming up with creative ideas. Say:

“To give you some practice, let’s imagine we are going to plan a party. There are many decisions to make related to food, entertainment, guests to invite, location, date, and time. If we have decided to have a party in the first step of PAUSE, our next step is to Ask what all the options might be. I would like you to work with your group to come up with ideas so we can think about as many options for our party as possible.”

2. Since participants are already divided into five groups from the Motivation activity, you can ask them to stay in those same groups. Distribute a flip chart page for the party to each group. Say:

“I’ve given each group a flip chart and I would like you to write down as many options as you can for that topic. The groups working on ‘Party Food,’ ‘Party Entertainment,’ and ‘Party Location’ each have \$50 they can spend. Begin writing ideas. You have three minutes.”*

Note: Choose an appropriate amount of spending money for the host culture and number of participants in your group.



3. After the time limit, ask participants to stop. Have them leave their flip chart paper and move as a group to another flip chart paper. Say:

“At your new flip chart, I would like you to quickly read through the ideas and do two things. Add at least three ideas. Then look at all the ideas, pick two, and write the opposite of these ideas on the flip chart. Be as creative as you can – even to the point of being silly. You have three minutes.”

4. When three minutes are over, again ask groups to leave their paper and move to a different one. Give these instructions:

“With your new flip chart, review everything written there and then do two things. Add at least one new idea. Then take any two ideas and combine them into a new idea. Again, let creativity rule with no boundaries. Don’t limit your thinking. You have three minutes.”

5. When three minutes are over, again ask groups to leave their paper and move to a different one. Give these instructions:

“With your new flip chart, review everything written there and then do two things. Add at least one new idea. Then eliminate at least one idea by drawing a box or rectangle around it. Be creative. You have three minutes.”

6. Ask groups to move once more but this time give them a couple minutes to review the new flip chart and be prepared to summarize it for the whole group. Then ask each group to report out.

7. Ask some of the following discussion questions to help participants get the most out of the activity:

- Which flip charts were the most difficult to think creatively about?
- What are some advantages of being as imaginative as possible? (Possible answers: Inventing more options. It’s more fun. You feel like you are accomplishing more.)
- Did your group become more creative as the activity progressed? If yes, to what degree? A lot? A little?
- After thinking more creatively about the things you have to do, to what extent do they now seem more manageable?
- This activity gave you a chance to use some common ways to be more creative: Writing down lots of ideas; Adding ideas to a list; Thinking of the opposite; Combining ideas; Eliminating ideas. Which of these did you most enjoy doing?

B. Summary

Show Flipchart 1: Get Creative and summarize by saying:

“These are just a few ways you can stretch your thinking to come up with more options. We’ll next use these strategies in some situations that are more like what you experience every day.”



IV. Application (30 minutes)

Materials:

Flip chart, markers or crayons

A. Be Outrageous

Participants practice creative methods for decision making in their own situations.

1. Explain the inherent difficulties of making decisions. Say:

“One of the most difficult aspects of making decisions is discovering the options that are ‘hidden’ inside the tasks we ‘have’ to do. Many times we don’t have a choice about whether we do something, yet there can still be ways for us to make some small decisions while doing what we are required to do.

“For example, on a particular day you may want to spend time with friends, yet you have school homework and chores to complete. There are a limited number of hours in the day and you want to do all these things. If you can decide when to do each activity and how much time to spend on each, you can have some control while getting everything done. Does it matter in what order you study, do chores, or spend time with friends? If not, then make a choice about when and how long you will do each. Even though you are doing some things you don’t like, you are able to take charge of your own time and energy while doing them.

Note: This activity touches on the skill of setting priorities, which is also very important for youth to develop. If you wish, you can point this out by telling participants that you will go into more detail about setting priorities in Unit 3 when they learn about setting goals and managing time and resources.

“To give you some practice at this, let’s think of some of the priorities that you have for yourself and that others have set for you in your community. Then we will use the methods for thinking more creatively about options that we just learned about when we imagined we were planning a party.

2. Make a list on flip chart. If people have trouble coming up with ideas, prompt them with questions, such as these: What responsibilities do you have at home, in school, in your spiritual community, in your neighborhood? (e.g., cook the rice, clean the yard, sweep the house, take care of my younger sister or brother, work in the family store). Where do you spend most of your time and what are you doing there? (e.g., school, learning; home, helping or relaxing; with friends, having fun). What sort of requests or demands do adults make upon you? (e.g., maintaining the house or school yard; working to help a family business; encouraging me to study hard and stay in school).
3. Divide participants into groups of four to six. Take the ideas that the participants just listed and write each on a different flip chart page so there is one page for each small group. Give each group a flip chart page with these instructions:

“Each group has a page with one thing that’s a priority. It’s something that must be done. I’d like you to write down all the ways that someone can still make decisions even though this is something you have to do. You have five minutes.”



Note: Provide an example for this first step for one flip chart. Often there is room for being creative with regard to when something is started, the way it is done, when it needs to be finished, etc. For example, if the priority is to clean the yard around the house or school, can the youth decide when to start? Can they ask a friend to help them?

4. After five minutes, ask the groups to stop working. Have them leave their flip charts where they are and ask each group to move to the flip chart of another group. Then give these instructions:

“Looking at your new flip chart, read through what is there and do two things. Add at least three ideas. Then look at all the ideas, pick two, and write the opposite of these ideas on the flip chart. Be as creative as you can – even to the point of being silly. You have three minutes.”

Note: Provide another example for the same flip chart as before. For example, what if you cleaned the yard at exactly 7:15 every day? Or what if you could pay 10 friends to clean the yard for you? An opposite might be, what if 10 friends paid you to clean the yard?

5. When three minutes are over, again ask each group to leave its paper and move to a different one. Give these instructions:

“With your new flip chart, review everything written there and then do two things. Add at least one new idea. Then take any two ideas and combine them into a new idea. Again, let creativity rule with no boundaries. You have three minutes.”

Note: Provide another example for the same flip chart as before. For example, what if you got five friends to help you clean your yard on Monday then all of you cleaned the yard of another friend in your group on Tuesday, Wednesday, Thursday, and Friday?

6. When three minutes is over, again ask groups to leave their papers and move to a different one. Give these instructions:

“With your new flip chart, review everything written there and then do two things. Add at least one new idea. Then eliminate at least one idea by drawing a ring around it. Be creative. You have three minutes.”

7. Ask groups to move once more but this time give them a couple minutes to review the new flip chart and be prepared to summarize it for the whole group. Ask some of the following discussion questions to help participants get the most out of the activity:

- Which situations were the most difficult to think creatively about?
- What are some advantages of being as outrageous (extremely unusual, unconventional, extravagant) as possible?
- To what degree did your group become more creative as the activity progressed?
- After thinking more creatively about the things you have to do, to what extent do they now seem more manageable?
- This activity gave you a chance to use some common techniques for being more creative: Writing down lots of ideas; Adding ideas to a list; Thinking of the opposite; Combining ideas; Eliminating ideas. Which of these did you most enjoy doing?

Note: Step 7 and the discussion questions of the activity “Be Outrageous” are an assessment of Learning Objective 1.



B. Summary

Conclude the activity by saying:

“These are some specific ways to be creative while we follow the steps of PAUSE. When we use them, we can find more options for the decisions we make instead of thinking that there is just one way to do something.”

V. Assessment (0 minutes)

Materials:

(None)

The assessment has been integrated throughout the session and is noted within:

Learning Objective 1: Generate creative solutions for one community or personal priority
Assessed in Step 7 and the discussion questions of the activity “Be Outrageous” in the Application section.

References:

(None)

Facilitator Notes for Future Improvement

Date & Facilitator Name: [What went well? What would you do differently? Did you need more/less time for certain activities?]



Flip chart 1: Get Creative

Ways to be More Creative

Write down lots of ideas

Add ideas to a list

Think of the opposite

Combine ideas

Eliminate ideas



Flip charts 2-6

Flip chart 2

Party Food

Flip chart 3

Party Entertainment

Flip chart 4

Party Guests

Flip chart 5

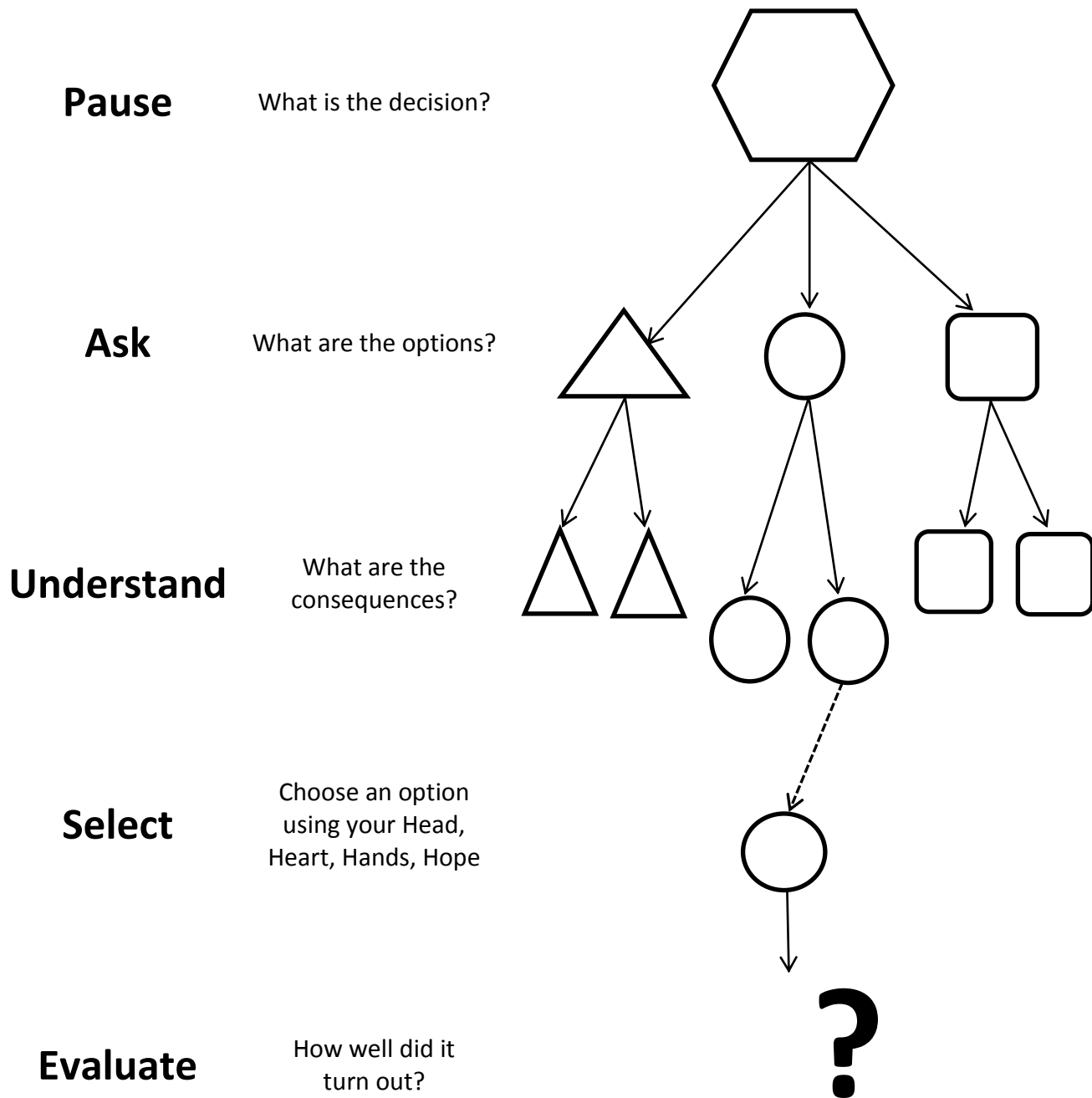
Party Location

Flip chart 6

Party Date and Time



Handout 1: PAUSE for Better Decisions



Trainer Material 1: Questions for PAUSE

Make copies of this page and cut it into squares along the dotted lines. Distribute them randomly, one square to each participant. Make as many squares as needed for the number of participants. Use Handout 1: PAUSE for Better Decisions as an answer key. Note that there are two squares below for "S."

What is the decision?	What are the options?
What are the consequences?	Choose an option
How well did it turn out?	Use your Head, Heart, Hands, Hope



Unit 2, Session 5: Negative to Positive

Training Manual:	Life Skills and Leadership: Unit 2, Session 5
Rationale:	Generally, thinking positively about oneself and one's life while making decisions is an element of a positive identity, making decisions, social competencies, and assets in youth development. Youth who can think positively or turn a negative into a positive are more likely to engage in positive, constructive behaviors and avoid negative, destructive behaviors.
Target Audience:	In-school and out-of-school youth who have completed at least primary education.
Facilitator Expertise:	Peace Corps Volunteers and local counterparts who have been trained in how to use and adapt the <i>Life Skills and Leadership Manual</i> .
Time:	120 minutes
Pre-requisites:	Unit 2, Session 4
Version:	Feb-2013



Session 5: Negative to Positive

Date:

Time: 120 minutes

Facilitator(s):

Facilitator preparation:

1. Prepare flip charts, copy handouts, gather supplies.
2. Have a reference copy of Handout 3: Practice with PAUSE from Unit 2, Session 3.

Materials:

- **Equipment**
 1. Ball or other object suitable for tossing
 2. Paper, markers or crayons
 3. Blank flip chart paper
- **Prepared flip charts**
 - Flip chart 1: Get Creative (from Session 4)
 - Flip chart 2: Consider ...
- **Handouts**
 - Handout 1: Ways to Say No
- **Trainer materials**
 - Trainer Material 1: Abandoned Cars

Learning Objectives:

1. Working in teams, participants will demonstrate at least one strategy to access resources, investigate, research, or learn more about a personal or community priority.
2. Working in groups of four to five and using youth-generated scenarios, participants will identify at least one strategy for turning a problem into an opportunity.
3. By examining common youth-oriented situations, participants will demonstrate at least two methods of negotiation skills, including “how to say no” and resisting peer pressure.



Instructional Sequence

I. Motivation (15 minutes)

Materials:

(None)

A. Pass the Quack

Participants practice the creativity technique of spontaneity.

1. Ask participants to stand or sit in a circle. If the group is larger than 20, divide into two smaller groups and run parallel activities. Say:

“Last time we talked about using PAUSE to make decisions. You’ll remember that in two of the steps, Ask and Understand, it was really important to think creatively in order to come up with lots of options and to think about their possible consequences. This activity is intended to help you be more creative as we continue with the remainder of the lesson.

“We are going to use the language of animals to communicate across the circle. One person will make the sound of an animal and (point, nod, smile, or other culturally appropriate indication) to someone across the circle. That second person will answer with the same animal sound, then indicate a different person across the circle and talk to that person with a different animal sound. The game continues with each indicated person answering with one sound and making a different sound to someone else. I’ll begin ... ”

2. Indicate someone across the circle and send them an animal sound. Play the game for about five minutes so everyone has at least one chance to catch and pass an animal sound, then get some reactions from the group. Say:

“Let’s think about how creative we are as individuals and as a group.”

3. Choose from among the following questions, as appropriate:

- To what extent have you been planning the sound you will make? (Encourage participants to “think quickly” or “not think too much.”)
- To what extent are you worried about whether your sound is “good enough?” (There is no right or wrong way to make a particular animal sound. It does not even need to be the sound of a real animal.)
- To what extent are you concerned about looking silly or foolish? (No one cares and no one will remember who made which sounds. Sometimes a silly sound is more fun. Sometimes being more realistic is more desired.)
- To what degree are you influenced by the sounds other people have made?

4. Play the game again with the following coaching tips:

- Make any animal sound that comes to mind.
- You don’t have to make the sound of a real animal.
- Don’t evaluate yourself or decide whether your sound will be good enough.



- Try not to think or plan ahead.
 - Take your turn as quickly as possible.
 - Make sure everyone is included.
5. After playing for a few more minutes, ask some of the following discussion questions, as appropriate:
- How did this time playing the game compare to the first time?
 - To what degree did you think about your sound ahead of time?
 - How much did you evaluate or judge whether your sound would be good enough?
 - What did you do to be more creative?
 - Did other people’s sounds make you think of different animals or animals that are similar?
 - Was the group more creative or less creative the second time?
 - What are some ideas about being creative that you can use in other situations?

B. Summary

Summarize by saying:

“When we are trying to be creative, it’s important to invent lots of ideas before we try to evaluate which will work best. It helps to think quickly, not judge whether an idea is good or bad, and have some fun!”

II. Information (30 minutes)

Materials:

Trainer Material 1: Abandoned Cars

Flip chart 1: Get Creative

A. A Surprisingly Creative Solution

Participants use creativity to think differently about a community issue or priority.

1. Describe the connection between creativity, making decisions, and solving problems. Say:

Note: You can also introduce this activity by talking about a person, group, or organization of the host culture or country who dared to be different by introducing a novel solution to a problem. You are likely to find good examples if you look for people who used non-violent, cooperative, or collaborative methods to address a community concern.

“The next time we meet we will focus on ways to solve problems and we’ll see that good solutions, just like making good decisions, start with being creative. So let’s learn more about creative thinking as it relates to some of the issues you might face either personally or in your community.

“I’d like to share a story about an issue in a community to show how it was helpful for people to be creative. The problem in this story is a big issue in many American cities. You may not have exactly the same problem here, but as I read the story, I’d like you to listen for lessons that we might be able to use here if we changed them a little bit. Also, listen for examples of the ways we can think more creatively that we learned last time we met.”



2. Show Flip chart 1: Get Creative, which was used in Session 4. Read the story “Abandoned Cars” (Trainer Material 1), then lead a discussion with these questions:
 - What were some of the initial ideas the group had to deal with the abandoned cars? (Possible answers: Petition to the city [letter signed by many community members]; Organizing neighbors)
 - What helped the youth to change the way they thought about the cars? (Possible answers: Frustration; Resignation to the problem; Increased desire to improve the neighborhood)
 - The solution involved more than just painting the cars. What else did the youth do? (Possible answers: Invite neighbors to participate; Notify the city; Notify the news media)
 - What were some unexpected outcomes of the solution? (Possible answers: The cars were removed very quickly; The youth gained notoriety and respect in the community; The youth were encouraged to try to solve other problems)
 - What do you think made the solution successful? (Possible answers: The city was embarrassed; The media and public were impressed that a group of young people took action)
 - How did the youth use creative thinking to get resources to solve the problem of abandoned cars? (Possible answers: They asked neighbors and businesses to contribute money for supplies; They notified the media)
 - What were some creative ways the youth learned more about the issue and possible solutions? (Possible answers: They talked to neighbors; They learned about the laws and rules of the city)
3. Ask participants to summarize the creative strategies that the youth used to address the issue. Encourage participants to refer to Flip chart 1: Get Creative. Supplement the ideas that participants identify with items and examples from the following list:

Become More Creative:

- Think of as many ideas as you can (More ideas mean more choices)
- Ask “What if?” (What if the cars were never moved?)
- Don’t limit or be critical your own ideas (All ideas are good – especially at the beginning)
- Turn an idea upside down; try the opposite (If the cars are ugly, how could they become beautiful?)
- Expand an idea (If we can paint cars, could we also paint a mural on an abandoned building?)
- Combine ideas (Neighbors helped us by signing petitions, maybe they will help by donating money for paint)
- Substitute (The youth did not just use regular car paint. They designed each car to be a work of art.)

B. Summary

Summarize by saying:

“In this story, you can see how some people were able to address an issue in a very unusual way and their ability to do that began with their willingness to use some of the strategies for creativity that we have listed here and that we talked about in our last session.”



III. Practice (30 minutes)

Materials:

Flip chart 2: Consider ...

A. From Bad to Better

Participants use creative thinking strategies to redefine problems as opportunities.

4. Point out how the youth in Chicago were able to turn a problem or negative issue into an opportunity. Say:

“One of the interesting things about the Abandoned Cars story is that the youth were able to turn what was a problem into an opportunity. Even if the city had not removed the cars, the youth would have been successful because they had made a small, temporary improvement in their neighborhood. At least the cars looked better than before they were painted.

“I’d like you to have a similar opportunity to use the techniques of creative thinking to turn a problem into an opportunity for change. To begin, let’s think about some issues or priorities either in your community, your school, or in the lives of youth that we might practice thinking creatively about.

Note: Be prepared to suggest some potential issues that you already know about in the community, such as the need for more desks in the school, a lack of computers in the youth center, no place for youth to hang out, rubbish on the street or on the beach, neighborhood gangs, etc., or, something that is simply a desired change.

5. Write the participants’ ideas on a flip chart and label it “Become More Creative.” Then divide people into groups of four or five. Share Flip chart 2: Consider ... and say:

“Use the suggestions we just made on the flip chart ‘Become More Creative’ and put your creative thinking abilities to the test. Your group should use creative thinking to figure out what opportunities might be hidden within each issue. You can begin by thinking about these questions:

- *Who is hurt by this issue now?*
- *Who benefits from this issue now?*
- *Who might benefit later if this issue changes?”*

6. Assign one issue for each group to begin with. When a group finishes their issue, encourage them to move on to another issue. This way you can make sure each issue is considered by at least one group.
7. Give each group an opportunity to share their issue and how they thought creatively about it. Invite the rest of the group to ask questions and further embellish the thinking about the issue. Discuss some of the following questions:

- How satisfied are you with your group’s ability to discover opportunities in these issues?
- Which issues were most difficult and why?
- How did your thinking about your group’s issue change after sharing it with the whole group?
- Among the work of all the groups, which ideas from “Being More Creative” were used most often?
- Which ideas from “Being More Creative” would you like to try in other situations?



- What surprised you about doing this activity?
- What are some of the resources that are available in the community to address these issues?

Note: You should be familiar with these resources and ready to inform youth about them and explain how they can learn more.

- Some people say, “Every cloud has a silver lining,” or, “Every problem can be turned into an opportunity.” To what extent do you agree that there is something positive hidden behind every problem?

Note: The discussion questions in Step 4 of “From Bad to Better” are an assessment of Learning Objective 1.

B. Summary

Conclude the exercise by saying:

“Of course, it’s not always easy to see positive opportunities in the middle of a challenging situation, but often, if we can think creatively, we can at least discover a more helpful way of understanding the issue.”

Note: If you sense that the group needs more time on the above activity (examining a community problem); or, if you would like to plan for more time for the following activity (applying creative thinking to personal issues dealing with peer pressure) this would be a good place to break up the session. Explain that the group will continue to practice applying decision-making and creative-thinking skills to more personal issues the next time you meet.

IV. Application (30 minutes)

Materials:

- Handout 1: Ways to Say No
- Ball or other object that is safe to toss among participants

A. The Language of “No”

Participants apply ways to think creatively to the problem of resisting peer pressure.

1. Explain the connection between thinking creatively and resisting peer pressure. Say:

“Perhaps one of the most challenging aspects of being an adolescent is balancing what is right for you and what your friends think is right for you. We have talked before about how we each have our own values and we have been learning how to make our own decisions and do what is best for our own future. But we also want to be accepted by our friends and be included in activities with them. When our friends insist that we do what they want – especially when it doesn’t fit with our own values – we call this peer pressure. A peer is someone who is your own age, or close to it, and is a friend, a schoolmate, a classmate, or someone from your social group.

2. Invite participants to take a moment in silence to recall at least one of their values from Unit 1: Character Building and Positive Values and to think to themselves about a time someone pressured them to go against their own values or what they think is right. Say:



“It’s very difficult to resist peer pressure because we want to be liked and accepted. And the pressure from friends can make it even harder to make good decisions using the steps of PAUSE. So I’d like to help you think creatively about how to say ‘no’ when you don’t want to do something your friends are pressuring you to do.”

3. Remind participants that some individuals and cultures tend to be either more direct or more indirect in their communication style. Ask for their help in modifying a series of ‘no’ statements that would be comfortable for the participants and other people of the local culture. Begin by distributing Handout 1: Ways to Say No. Say:

“There are many ways to say No. Some are more direct; some are more indirect. This handout lists several methods you can use to say No. The examples for each are more direct but there also are ways to get the same messages across in a more indirect way. For example, the simple ‘No’ can also be said as, ‘I’d rather not.’ Or, ‘I’m more of a quiet-type of person.’ Each of these is a more indirect way of saying the simple ‘No.’

“What I’d like is for you to become more comfortable saying ‘No.’ It doesn’t matter whether you say no directly or indirectly, as long as you are able to get the message across that you are not going to do something that is against your values.”

4. Divide participants into five groups and assign one method of saying “No” to each group. Say:

“With your group, you have five minutes to write as many different ways of saying ‘No’ as you can think of for your method. This is a chance to use some of the strategies for being creative that we have already talked about. If it helps, you can invent a situation so your method of saying ‘No’ is more specific. Use the other side of your paper if you need to.”

5. After five minutes, say:

“Now I would like you to get ideas for different ways of saying no that fit with the other methods on your handout. When I give the signal, I want you to talk to people individually from different groups to get suggestions for how to say no. Try to talk to four other people. Share an idea from your method and write down another idea that the person has for you from their method of saying no. You have five minutes. Go!”

6. After five minutes, ask people to return to their original group. Say:

“Please take a few moments to share your notes with the other members of your group. If you hear of a way to say ‘No’ that you like, be sure to add it to your handout.”

7. Invite people to share ways of saying no that they think would be especially effective. Make sure everyone has more than one alternative for each method of saying no. Supplement participants’ lists with suggestions from below. (Often simply dropping the word ‘No’ makes the statement more indirect.)



More Ways to Say No

The simple No – be firm but polite.	<ul style="list-style-type: none"> • No, I don't want to. • I'd rather not. • I don't think so right now. • That's not for me.
No with a reason – keep it short.	<ul style="list-style-type: none"> • No, that would be stealing. • I don't want to get into trouble. • I know too many people with a drinking problem. • That sounds really dangerous to me.
No with an alternative – suggest something else to do.	<ul style="list-style-type: none"> • No, why don't we go play football instead? • Let's go see what the other girls are doing. • I think it would be more fun to listen to music. • Let's use the time to work on the youth leadership project.
Walk away – leave but invite the person to come with you.	<ul style="list-style-type: none"> • I'm just going to leave. If you want to come, you can. • I'll catch up with you later. • I'm taking off. See you around. • Got to go. Call me.
No with an excuse – explain why you can't.	<ul style="list-style-type: none"> • No, my dad would be extremely angry with me. • No, I've got to be getting home. • I'd die if my family found out. • Sorry, I need to run an errand for my mother. • It's getting late and I promised I'd help my sister.

8. Announce that you'd like participants to become more at ease in saying "No." Arrange participants in a circle, either sitting or standing. Say:

"If you've ever learned a foreign language, you know that it can feel very uncomfortable to use that new language in public. But, as you speak it more, it becomes easier and easier. It's the same with saying 'No.' The more practice you have, the easier it becomes and the more confident you will feel about yourself.

Note: This might be an opportune time to connect with the participants. You might talk briefly about your own experiences as a Peace Corps Volunteer new to the host culture and adjustments you had to make. Perhaps there were some ways you said "No" to your peers to become a Peace Corps Volunteer. Or you might talk about your own challenges in learning the local language: Improvement came with confidence, which came with practice.

"So now I'd like you to practice with me. I'll make a 'No' statement and I want everyone to repeat it in unison."

9. Read six to eight statements that people have written on Handout 1: Ways to Say No. Pause after each statement so participants can respond. Then say:



“Great! Let’s make this a bit more challenging. I’ll share a situation that a young adult might run into where they might want to say no. I’ll toss a ball to one of you and that person will respond with a ‘No’ statement. You can use your handout if you wish. Then toss the ball to someone else who will take the next turn.”

10. Share the first situation, let the person answer, and have that person toss the ball to a new person. Use situations from Unit 2, Session 3, Handout 3: Practice with PAUSE. Make sure all participants have a turn. You can repeat situations if you don’t have enough or you can get suggestions for situations from the group as you go along.

Note: You can either describe a situation (“What if your friend wanted you to skip school. How would you say No?”) or you can play the role of a friend (“I’m your friend: ‘Hey, Magda, let’s skip school.’”). In either case, it is important that you as the adult facilitator be the “bad person” rather than having a youth play the negative role. It is usually suggested that role-plays be used to practice positive behaviors rather than to become a reinforcement of negative behaviors.

11. Lead a discussion using the following questions that are most appropriate for the group:

- How much more comfortable do you feel responding with a “No” statement?
- Which “No” statements are you most comfortable using?
- What surprises you about your ability to say no?
- What type of situations do you think are most challenging if you want to say no?
- What can you do to remember to use “No” statements?
- What advice would you give to someone else about dealing with peer pressure?
- How do “No” statements fit with the steps of PAUSE decision making?

B. Summary

Conclude the activity by saying:

“Learning to say no allows you to be consistent with your values and also to maintain friendships with people who are important to you.”

V. Assessment (15 minutes)

Materials:

Paper, markers or crayons

A. A Picture to Remember

Participants summarize and customize what they have learned about decision making and thinking creatively.

1. Review the importance of being able to make decisions independently and to think creatively. Say:

“We’ve learned to make better decisions using PAUSE and to think more creatively by using several methods. We’ve also had practice saying no in several different ways. All this is important so you can take charge and become the person you want to become. In the end, you have to figure out which of the things we’ve learned about will be most helpful for you.”



2. Distribute paper and markers or crayons to everyone. Say:

“I would like you to think about the PAUSE steps for making decisions, using creative thinking methods to turn a problem into an opportunity, and making ‘No’ statements. Which of these do you think will be most helpful for you? Which do you think is most interesting? Or which would you like to use more often?”

“Make a poster that summarizes these ideas. Let your poster show how important these ideas are for you. How would you represent them using both pictures and words? What combination of images and letters will help you remember them? Are there animals, objects, scenery, or people you can draw that remind you of the steps of PAUSE or ways to say no? Be as imaginative as you wish, but try to make a picture that shows how you will use PAUSE, ‘No’ statements, and creative thinking methods.”

3. Give participants time to work. Save about five minutes so that those who wish can share their posters and talk about how they will use decision making, creative thinking, and “No” statements.

Note: “A Picture to Remember” serves as an assessment of Learning Objectives 1 and 2 of Unit 2, Session 4 and Learning Objectives 1, 2, and 3 of Session 5. If you chose to break this session up to allow more application time, you can also allow participants more time to create their posters.

B. Summary

Conclude by saying:

“With practice, everyone gets better at making decisions, thinking creatively, and saying no. The posters you have just made can be a reminder to you of your plan to learn and grow as you practice these skills.”

References:

(None)

Facilitator Notes for Future Improvement

Date & Facilitator Name: [What went well? What would you do differently? Did you need more/less time for certain activities?]



Trainer Material 1: Abandoned Cars

Chicago is a city of about 2.7 million people in the central United States. Like every city in the world, it has a lot of wealth, but there are also many people who live in poverty. Thousands live in slums that have run-down buildings, vacant shops, and empty lots that attract garbage and rats. Unemployment is high in these districts, schools are poorly funded, and access to health care is minimal.

In one of these poor neighborhoods, a group of youth met regularly at a church youth center to spend time with each other and socialize. They were tired of feeling hopeless and helpless and wanted to do something to make their neighborhood a little bit better. In front of the church sat an abandoned car. Its tires were gone, the glass was broken, the battery had been stolen, and it was dented and rusted. Nearby on the same street there were five other cars just like this one. The youth thought that if they could get rid of the abandoned cars, their neighborhood would be just a bit nicer and they would feel a little more hopeful.

To begin, they called the city to request that the cars be removed. But they just got passed from one person to another. Next, they went to the city offices. When they finally found someone who would talk to them, they learned it would take two or three years for someone to come and remove the cars. They returned to their neighborhood and found more than 300 residents and business people who would sign a letter to the city asking for the cars to be removed. But back at the city office, they found out that even though the letter was signed by so many people, it would not speed up the process. They would just have to wait.

At this point, they became frustrated. What if the abandoned cars stayed there forever? What if they never moved? “Those cars are ugly,” said one girl. “They need a new look!” That got people thinking. If the cars were there for good, could they at least make them look nicer? What would it be like to “dress up” an abandoned car? They began talking about decorations and bright, vibrant colors. A boy sketched some designs on a piece of paper. Then they had another idea. They could go back to the people who had signed their petition and ask for donations to buy the paint and supplies! One of the business owners who donated money for paint also called the newspaper because he was so excited that the young people were taking an interest in their neighborhood.

On a bright Saturday, they gathered to begin painting. A newspaper reporter and a photographer were there. They interviewed the young people and took pictures of the “new” colorful car. At the far end of the street, some officials from the city sat in their car watching.

The next day, the paper featured their story on the front page! A television crew came to the neighborhood to photograph the cars and interview the youth. They were able to talk about their frustration with the city and their desire to have a nicer place to live. Soon the youth were known throughout Chicago and the surrounding communities. They had become celebrities! The next Saturday they looked out on their street to see that all the abandoned cars were gone. The city had finally towed them away!



Handout 1: Ways to Say No

Here are several ways to say no. Each method has a short description and an example. In the space below each method, write one or two other ways you would be comfortable saying no.

The simple No – be firm but polite.

“No, I don’t want to.”

No with a reason – keep it short.

“No, that would be stealing.”

No with an alternative – suggest something else to do.

“No, why don’t we go play football instead?”

Walk away – leave but invite the person to come with you.

“I’m just going to leave. If you want to come, you can.”

No with an excuse – explain why you can’t.

“No, my dad would be extremely angry with me.” “No, I’ve got to be getting home.”



Flip chart 1: Get Creative

Ways to be More Creative

Write down lots of ideas

Add ideas to a list

Think of the opposite

Combine ideas

Eliminate ideas



Flip chart 2: Consider ...

Consider ...

Who is hurt by this issue now?

Who benefits from this issue now?

Who might benefit later if
this issue changes?



Unit 2, Session 6: Solving Problems

Training Manual:	Life Skills and Leadership: Unit 2, Session 6
Rationale:	Identifying and valuing problem solving are elements of a positive identity, social competencies, and assets in youth development. Youth who describe or display problem solving skills are more likely to engage in positive, constructive behaviors and avoid negative, destructive behaviors.
Target Audience:	In-school and out-of-school youth who have completed at least primary education.
Facilitator Expertise:	Peace Corps Volunteers and local counterparts who have been trained in how to use and adapt the <i>Life Skills and Leadership Manual</i> .
Time:	120 minutes
Pre-requisites:	Unit 2, Session 5
Version:	Feb-2013



Session 6: Solving Problems

Date:

Time: 120 minutes

Facilitator(s):

Facilitator preparation:

1. Copy Trainer Material 1 for each small group and cut the six steps apart on the dotted lines.

Materials:

- **Equipment**
 1. Rope (about 12 inches for each pair of participants) or a stick for each pair (**optional** – see Motivation activity, “You Move First”)
 2. Flip chart and markers
- **Prepared flip charts**

Flip chart 1: Conflict
- **Handouts**

Handout 1: PAUSE for Better Decisions (from Session 4)
Handout 2: Problem-Solving Worksheet
- **Trainer materials**

Trainer Material 1: Problem-Solving Steps

Learning Objective:

1. By sorting and categorizing cards with statements about problem solving, participants will describe all the steps in problem solving.



Instructional Sequence

I. Motivation (5 minutes)

Materials:

*Rope or sticks may be needed – see *Note* below.

A. You Move First

Participants try to influence their partners to physically move first, thereby trying to “win.”

1. Invite participants to participate in an opening activity. Say:

“I’d like each of you to find a partner and stand facing that partner. Put your palms against your partners’ palms in front of you at about chest height.”*

Note: You might need to decide who gets to partner with whom to ensure safety and inclusion. In these instances, select partners of the same gender and generally of the same physical size and stature.

*In some cultures, it will be more appropriate for participants to hold a stick or rope between them rather than touching hands.

“By touching just your palms together, try to get your partner to be the first to move her or his feet. Just shift your body in slight or small ways to get your partner to have to take a step. Take care that your partner does not fall. If you get your partner to move first, you ‘win.’”

2. Stop the activity after two minutes or earlier if people are able to make their partners move. Ask some of the following questions:

If someone was successful in getting their partner to move, ask that person:

“What did you do to get your partner to move?”

If no one was able to move their partner, ask the group:

“Why was this task so difficult?” (Possible answers: We were competing. Two people cannot both be winners.)

Say:

“There is a way both of you can win. Any ideas?” (Possible answer: You and your partner can count to three and both move your feet at the same time.)

3. To process as a whole group, ask:

“Imagine that this activity is similar to a situation from your life when you have tried to get someone to do what you wanted. What happened then and how was it similar to this activity?” (Possible answers: It felt like the other person was really pushing me. No one really won. I wasn’t happy with the outcome. The other person won because they were so much stronger.)

B. Summary

Summarize by sharing:



“Conflict and problems can arise when people have different perspectives and they don’t yield or give any ground. They hold tightly to their own position. In these situations there is a sense that only one person – or one point of view – can ‘win.’ We will look at how two different perspectives can be right at the same time and how we can all be ‘winners’ when we don’t try to just push forward with our own way of seeing things and make everyone else give in to our force.”

II. Information (15 minutes)

Material:

Flip chart 1: Conflict

A. Blind Men and an Elephant

Participants will be able to articulate how a single person’s perspective is limited.

1. Tell this story:

“An elephant wandered into a village. Six blind men walking together came upon the elephant. For each, it was his first experience with such an animal. The first blind man walked into the elephant’s side and said, ‘The elephant is like a big wall.’

“Another man’s hands fell upon the tail and declared, ‘The elephant is like a rope.’

“A third blind man encountered the elephant’s foot and said, ‘You are both wrong. The elephant is like a big tree trunk.’

“The fourth felt the elephant’s ear and said, ‘The elephant is like a fan.’

“The fifth blind man got poked by the end of the elephant’s tusk and said, ‘You all don’t know what you are talking about! The elephant is like a spear.’

“‘No,’ said the sixth blind man, who had taken hold of the moving trunk and said, ‘The elephant is like a snake!’

“The men stood by the elephant, arguing over who was right until another villager with sight came by and said that each was right, but all were wrong. They were wrong because they believed only what they experienced about the elephant and refused to consider what others felt or experienced.”

2. Facilitate a discussion about how the story relates to collaboration, problem solving, and conflict resolution. Ask all or several of the following questions:

- What lesson do you get from this story?
- How is this story like a situation in your life – a situation where you might see something different than someone else?
- Collaboration means working with others to get something done. How can you collaborate with others if you have different perspectives or points of view?



- How might the blind men in the story have been right collectively; what would have needed to happen? (Possible response: Trade places with others to “see” their perspectives.)
 - How can different points of view actually make solving a problem easier or result in a better solution?
3. Ask participants to come up with other words that mean “conflict” and write them on Flip chart 1: Conflict. Ask:
- “What does ‘conflict’ mean? What are some other words or phrases that mean ‘conflict’?” (Examples might include: fight, struggle, don’t get along, disagreement, etc.)
4. Define “conflict resolution” and add ideas to Flip chart 1: Conflict, adding the sentence “Conflict resolution is ...” Ask:
- “What does ‘conflict resolution’ mean?” (Possible responses: Coming to an agreement. Agreeing to disagree.)
 - “What are peaceful and non-peaceful ways that conflicts get addressed?” (Possible responses: Talking things over. Speaking with others, such as adults/leaders/pastors/teachers/counselors.)

B. Summary

Summarize by saying:

“We each have our own stories, our own perspectives. If we are to work, live, and play together, we need to find ways to respect each other’s points of views. Also, we can learn from each other and get a fuller picture of possibilities when we include others’ perspectives – like the blind men.”

III. Practice (40 minutes)

Materials:

Trainer Material 1: Problem-Solving Steps (one copy cut apart for each group)
Handout 1: PAUSE for Better Decisions

A. Where to Begin?

Participants describe specific steps for problem solving and how they lead to decision making.

1. Place participants in groups of six (e.g., one way to do this is to have participants line up by height and select six in a row until all of the participants are grouped – it is OK if there is a group with less than six).
2. Give each group the six statements and ask each person to take one of the pieces of paper. (With a group of less than six, ask for volunteers to take another statement or two.)



3. Instruct. Say:

“These are the steps in problem solving. Put yourselves in the order that you think the problem-solving steps should go. The person in front should be the first step.”

4. Once groups have completed the task, reveal the statements in the order they are presented above (see Trainer Material 1: Problem Solving Steps). Suggested order:

- Define the problem
- Include others
- Describe the best possible outcome
- List options
- Weigh the pros and cons
- Decide which option to take

5. If groups put the statements into a different order, ask them for their reasoning:

“What can you tell us about the order you have selected? While the steps are all important, you might have a good reason for putting the steps in a different order.”

Note: The order of the steps is less important than the fact that the participants are thinking about the steps and elements of problem solving. Also, some of their responses might make good sense for the participants – such as including and involving others from the very beginning.

6. To ensure that everyone understands the steps, have a brief discussion about each step, such as:

- a. Define the problem – The way a person defines the problem helps determine the kind of result you are going to get. (Refer to the results of the blind men as they encountered the elephant.) What is considered a problem by one person might not be a problem to another.
- b. Include others – Think about who else the problem affects, who can help you or who has information about the problem.
- c. Describe the best possible outcome – What would you like to happen?
- d. List options – What are possible strategies, things you can do, to achieve the best possible outcome? Often there are several paths one could take.
- e. Weigh the pros and cons – Take the top two or three options and break them down into the pluses and minuses of each option; what’s good and easy – what’s not good (or less good) and more difficult.
- f. Decide which option to take – Refer participants to the PAUSE decision-making process from Unit 2, Session 3. Remind them that “U” stands for Understand. This is a time they could consider, “What are the consequences?” which is the question to ask at Understand. The “S” for Select would also be helpful at this point. Participants might want to choose an option based on using their Head, Heart, Hands, or Hopes.

7. Encourage participants to think about how decision making with PAUSE has a place in problem solving. (Distribute copies of Handout 1: PAUSE for Better Decisions). Ask:



“Once you get to the step ‘Decide,’ how does the PAUSE decision-making model fit?” (Possible answer: You can use some of the steps of PAUSE to decide which option is best.)

Note: Encourage participants to see how the problem-solving model creates a bigger context for decisions, especially when there are issues where conflict is involved.

8. Practice with the steps. Share the following situation:

“Let’s talk about a situation and how these steps of problem solving might be used. There is a conflict in a town. Most people keep their houses and property very neat and tidy. Their properties are well-cared for and maintained.”

Note: You might ask the group what a well-cared for property in their community looks like.

“There is, however, one person in the center of the town who tries to keep up his house and property, but for reasons such as money or illness, he cannot maintain his house at the same standards as his neighbors.”

9. Ask the groups to use the problem-solving steps to address the scenario:

- *“How would you define the problem?” (Possible responses: The man needs help maintaining his house. The man is too busy working and earning money for his family to maintain his house.)*
- *Who should be included? (Possible responses: The man. His closest neighbors. A social worker. Someone from the town office.)*
- *Describe the best possible outcome. (Possible response: The man’s house would be maintained at the same standard as the rest of the town.)*
- *List options. (Possible responses: The man’s neighbors could take turns helping him. The man could barter for maintenance help. The town could relax its rules for him for a while.)*
- *Weigh the pros and cons. (Possible responses: [This will depend on the options listed. Think about the possible consequences.]*
- *Decide which option to take. (Possible responses: [What would your Head, Heart, Hands, and Hopes tell you if you were in this situation?])*

10. Answer questions participants have about the problem-solving steps.

B. Summary

Conclude the exercise by discussing the importance of clearly stating and agreeing upon plans to address a problem. Say:

“It’s really important to talk to others about your plans to address a problem. They can be resources to you. Their different perspectives might strengthen your plan. It’s also critical to make sure you are all in agreement. Communication is key. Otherwise, conflict could arise.”



IV. Application (20 minutes)

Materials:

Handout 2: Problem-Solving Worksheet

A. Solve This!

Participants use the problem-solving steps on their own.

1. Invite participants to use the problem-solving steps. Ask:

“I’d like to use these problem solving steps in a situation that is more common for you. What is an example of an issue or conflict that has not been resolved in your school or community?”

Note (from previous session): Be prepared to suggest some potential issues in the community that you already know about, such as the need for more desks in the school, a lack of computers in the youth center, no place for youth to hang out, rubbish on the street or on the beach, neighborhood gangs, etc.

2. Remind participants of the story of the abandoned cars in Chicago to give them an idea of the type of situation they might think of. Divide participants in groups of four to six and distribute at least one copy of Handout 2: Problem-Solving Worksheet to each group. Say:

“Work with your group to analyze and decide upon a solution to the problem we have identified. Use the worksheet as a guide and be ready to share your ideas. Remember that various answers are ‘correct,’ as there are many possible outcomes to this situation.”

3. Give participants about 10 minutes to work, then ask each group to report. Say:

“Let’s hear what you have come up with so far. First I would like each group to report about what they decided was the problem.”

4. Take the problem-solving process step by step, inviting each group to share its answers. Most likely this will produce some interesting insights because the groups will probably define the problem differently or think of and choose different options. Be prepared to talk about these differences without thinking you have to determine which is correct. This will be a good demonstration that each of us (each group) has valuable insight into a problem but that no one has the full picture – just like the blind men and the elephant.

B. Summary

Conclude the activity by saying:

“There are many advantages to following the steps of problem solving. You can see that the way we define a problem determines how we will try to solve it. The variety of the answers to the problem we just worked on shows how important it is to include different people when solving a problem. Describing the outcome gives us a goal to work toward. Listing the options and weighing the pros and cons means we are more likely to get a better solution once we decide which option to take.”



V. Assessment (10 minutes)

Materials:

(None)

A. Power Review

Participants recall the essential purpose of each step of problem solving.

1. Set up the activity. Say:

“I’d like you to review the steps of problem solving and what you would do at each step. I’d like you to stand and move silently and randomly around the learning space. When I say ‘Stop!’ I’d like you to choose a partner who is standing close to you.

2. Get people up and moving. Tell them to stop, then say:

“I’ll give you and your partner just a moment to think about your answer to the question I’m going to ask. I’m thinking of one of the steps of problem solving. I’ll ask the question and on my signal, I want you and your partner to shout the name of the problem-solving step that’s your answer. Here’s the question:

- *In this step you would probably talk to lots of different people.”* (2. Include others)

3. Wait a moment for participants to confer with their partners, then give a signal and confirm the correct answer. Tell the participants to move around the room again until you ask them to stop and find a different partner. Repeat this process until you have asked all the questions below:

- *“In this step you would think of many different solutions.* (4. List options)
- *In this step you would try to figure out what’s wrong or what’s not working right.* (1. Define the problem)
- *In this step you would choose a solution.* (6. Decide which option to take)
- *In this step you would think about the way you would like the problem to be solved.* (3. Describe the best possible outcome)
- *In this step you would figure out what is good or not so good about each possible solution.”* (5. Weigh the pros and cons)

Note: Steps of this activity are an assessment of Learning Objective 1.

B. Summary

Summarize by stating:

“It seems like you are able to identify the different steps of solving a problem! Next time we will be talking about conflict and what you have learned today will be helpful in solving problems where conflict is a factor.”



References:

(None)

Facilitator Notes for Future Improvement

Date & Facilitator Name: [What went well? What would you do differently? Did you need more/less time for certain activities?]



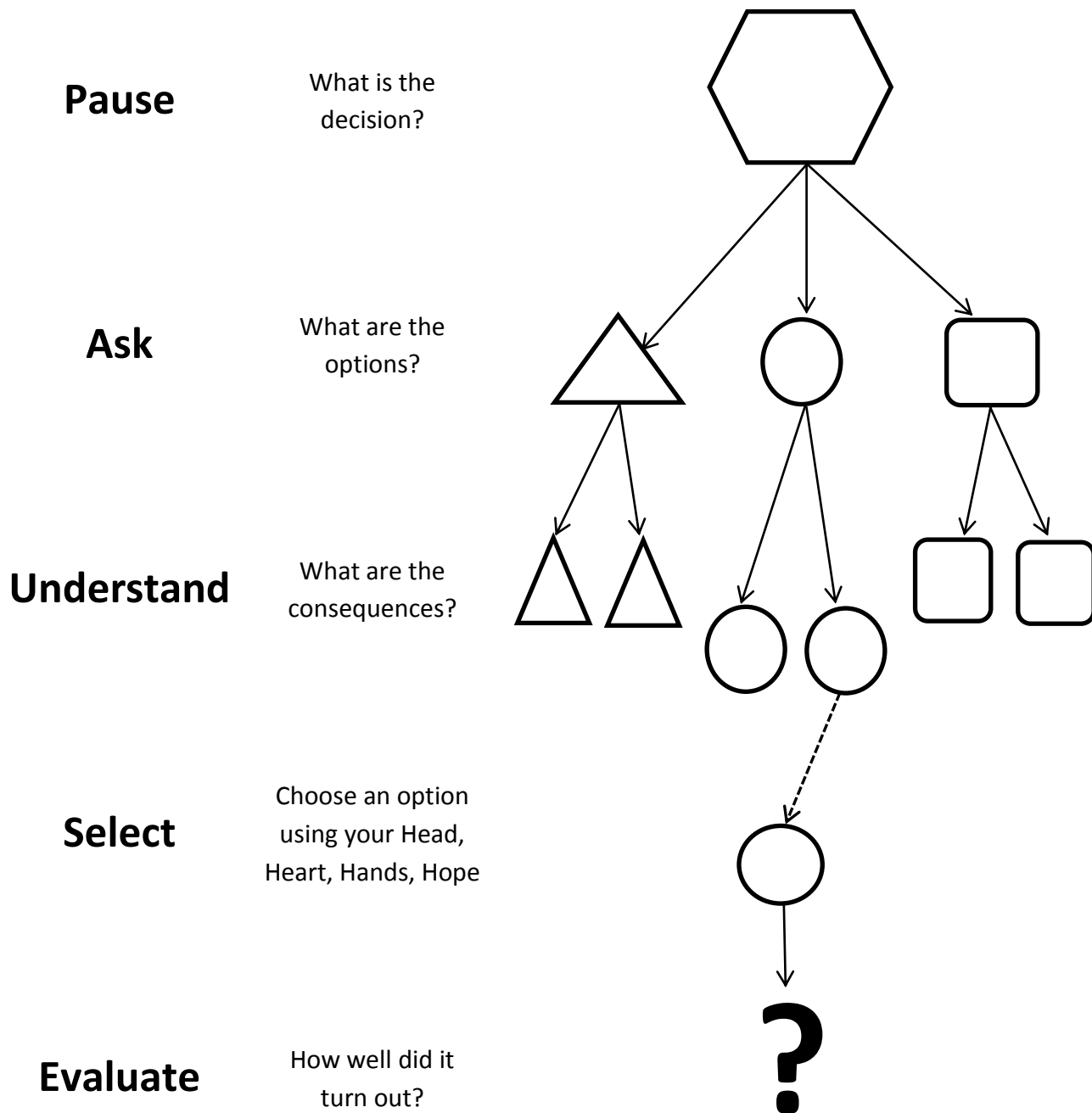
Flip Chart 1: Conflict

Conflict is ...

Conflict Resolution is ...



Handout 1: PAUSE for Better Decisions



Handout 2: Problem-Solving Worksheet

Use this worksheet to guide your group as you try to solve the problem we have identified.

1. Define the problem

2. Include others

3. Describe the best possible outcome

4. List options

5. Weigh the pros and cons

6. Decide which option to take



Trainer Material 1: Problem-Solving Steps

There are six steps for solving problems that you will teach. Use the following list to remember the sequence of the steps:

1. Define the problem
2. Include others
3. Describe the best possible outcome
4. List options
5. Weigh the pros and cons
6. Decide which option to take

Make a set of the problem-solving steps for each group of participants by printing a copy of this sheet for each group of participants and cutting the steps apart on the dotted lines.

Define the problem	Include others
Describe the best possible outcome	List options
Weigh the pros and cons	Decide which option to take



Unit 2, Session 7: Looking at Conflict

Training Manual:	Youth Life Skills and Leadership: Unit 2, Session 7
Rationale:	Conflict resolution skills are social competencies and assets in youth development. Youth who describe or display conflict resolution skills are more likely to engage in positive, constructive behaviors and avoid negative, destructive behaviors.
Target Audience:	In-school and out-of-school youth who have completed at least primary education.
Facilitator Expertise:	Peace Corps Volunteers and local counterparts who have been trained in how to use and adapt the <i>Life Skills and Leadership Manual</i> .
Time:	90 minutes
Pre-requisites:	Unit 2, Session 6
Version:	Feb-2013



Session 7: Looking at Conflict

Date:

Time: 90 minutes

Facilitator(s):

Facilitator preparation:

1. Prepare flip charts.

Materials:

- **Equipment**
 1. Flip chart and markers or crayons
- **Prepared flip charts**

Flip chart 1: Interests and Positions
Flip chart 2: Tough Issues
- **Handouts**

None
- **Trainer materials**

None

Learning Objective:

1. After sharing with a partner, participants will identify at least one strategy to turn problems into opportunities, and help participants get to workable solutions in a conflict.



Instructional Sequence

I. Motivation (5 minutes)

Materials:

(None)

A. Palm to Palm

Participants experience the innate human characteristic to resist pressure.

1. Invite participants to participate in an opening activity. Say:

“Please listen to these instructions and follow along:

- *Place your hands in front of your chest, palm to palm.*
- *First, I am going to count to three. When I say ‘Three,’ I want you to push your right palm forcefully against your left palm.*
- *Are you ready? Here we go: One, two, three ... push.*
- *(Pause for five seconds.)*
- *Thanks. You may relax now.”*

2. Ask the participants whether their palms ended up on the left side of their bodies or remained in the middle of their bodies. (Most participants will say their palms remained in the middle.) Say:

“If your palms remained in the middle, it must mean that your left palm pushed back. Why do you think this happened when it was not part of the instructions?”

3. Listen to a few answers, then explain:

“This activity is really about what happened with your left palm. Notice that most of you automatically resist when you felt you were being pushed or pressured. This type of resistance occurs in many other situations. When you can’t get what you want, other people may push back. When other people ask you to do things you don’t want to do, you probably push back. If people are bargaining in the market or trying to agree on a complicated problem, they often get to a point where they are ‘pushing’ against each other to try and get more of what they want.”

B. Summary

Invite participants to give other examples of situations when people push against each other.

Summarize:

“Today we are going to talk about situations when people are pushing against each other and they might be in conflict. We’ll identify some new ways of responding in these situations so that everyone can get more of what they want and need.”



II. Information (30 minutes)

Materials:

Flip chart 1: Interests and Positions

A. Finding Common Ground

Participants practice looking for and finding commonalities between each other.

5. Explore commonalities. Ask participants to pair with someone they don't usually work with or know very well.
6. Give the pairs 3-5 minutes to create a list of all the things they have in common. Say:

"In addition to being human and being in the same place as each other right now, there are many things we have in common. As quickly as possible, find as many commonalities – things you have in common with your partner – as you can. Think of things you like to do, your family, your beliefs – anything ... Go!"

7. Ask participants to draw conclusions from this sharing:

"What surprised you? What did you learn about your partner that you didn't expect?"

8. If it hasn't been covered by participants, say:

"We don't realize how much we have in common with someone we don't really know. Or, maybe it's not the number of things we have in common that stands out, but how we share some important things like interests with someone who we might have thought was different than ourselves."

9. Talk about the difference between interests and positions. Say:

"Usually in a sporting event one person (or team) wins and the other loses. Most of the time there is just one winner. In other parts of our lives, when people disagree or have a conflict with one another, there is also usually just one winner. The other person goes away with very little (or none) of what they wanted or needed."

"In a conflict situation, people usually push to get what they want and they tend to forget about the interests that they share in common. However, when we find our common interests with others we can create win-win solutions, solutions where the outcomes are good for everyone."

"Here's an example: A girl complains that her father is making her life difficult because he wants her to come home directly after school. She would rather to go to the youth center with her friends. She says that she must have the chance to make her own decisions without her father."

"Her father says that she should be home right after school to do chores around the house and help cook dinner. He says that she is being selfish and that a daughter should obey her father."



“The girl and her father are now in a situation where they are pushing against each other. They are in conflict and unless something changes, one will win and the other will lose.

“In this example, the girl has taken the position that she should be able to make her own decisions. The father has taken the position that his daughter should do what he says. The position for each of them is different. It’s what they think must happen.”

10. Show Flip chart 1: Interests and Positions.

“However, they have some interests that are similar. By interests, I mean the things they care about most or that they hope will happen. Both want to have a clean house. Both want a good meal at dinnertime. Both want to see the girl grow and take on more responsibilities.

*“If the girl and her father can talk about their interests – **what they really care about most** – instead of **what they think must happen (their positions)** they might find a solution that is good for both of them. For example, maybe the girl can go to the youth club two days a week instead of four. Or perhaps she can do some household chores before school and have some time for herself after school.”*

“Your interest is what you deeply, truly would like to have happen. Your position is your opinion of what should or must or ought to happen. To discover interests that you share, try to imagine what you both really care about and would like to have happen together.”

11. Ask:

“What are some examples of possible conflict in your lives, where it might be helpful to focus on interests instead of positions?”

12. Be prepared to share some examples:

- An argument with a parent about which chores to do (or when to do them).
- A disagreement with friends about whose turn it is to buy ice cream or sodas.
- Confronting a younger sister or brother who uses your things without asking.
- Needing to wear a school uniform, even if it is a hand-me-down vs. wanting a new school uniform.
- Needing transportation to school and riding the bus vs. wanting to ride in friend’s car, or wanting your own car.
- Needing a computer for school studies, using a second-hand, older model vs. wanting the newest, latest, fanciest model.

B. Summary

Conclude the activity by saying:

“It can be hard to separate interests from positions and to tell them apart. Remember, your interest is what you care about most. Your position is what you think should or must or ought to happen. Sometimes they are not quite the same thing. When you can identify the differences between interests and positions, it becomes easier to see a solution.”



III. Practice (20 minutes)

Materials:

Flip chart 1: Interests and Positions

A. Interests and Positions

Participants demonstrate their ability to distinguish between an interest and a position.

1. Show Flip chart 1: Interests and Positions, set up the activity, and get participants ready to move. Say:

“I’m going to share a situation. Then together we are going identify the interests and positions. If you think the statement I make is an interest, jump to your feet. If you think it’s a position, sit on the floor with your legs crossed.”

Note: Have participants practice standing up and then dropping safely to the floor in a cross-legged, seated position.

*“Remember, **an interest is what the person really cares about deep down. A position is what the person thinks must or ought to happen.** Here are the statements”:*

2. Tell the following:

“A young man I know wants to attend a local technical school to become an electrician but his father doesn’t think it’s a good idea. Instead of arguing about it, the father and son have asked us to help them think about it. I’ll make a statement that could come from either the young man or his father. By standing or sitting, you will help them figure out if each statement is an interest or a position. I’ll pause after each statement so you can stand up or sit down. You don’t all have to agree. Some of you might be standing while others are sitting.

- *“You should not move away from home to attend a trade school. (Position)*
- *I want to learn how to do meaningful work. (Interest)*
- *You think I ought to stay home to take care of my younger brother. (Position)*
- *I am afraid you won’t be safe living in the city. (Interest)*
- *I want to try living on my own. (Interest)*
- *You must stay here and help me with the family business. (Position)*
- *I want to be able to earn more money. (Interest)*
- *I should be the one to decide what to do with my life.” (Position)*

3. Discuss the activity by asking:

- *“Did we identify more interests or more positions?”*
- *What are some words that might offer clues to determine if something is a position or interest? (Possible answers: Positions sometimes indicated by “should/should not,” “ought/ought not” “must/must not”; interests sometimes indicated by “want/don’t want,” “need/ don’t need,” “fear/afraid,” “important/not important.”)*



- *What is a possible solution where they both could win?"* (Possible answers: The son could find a trade school closer to home. He could agree to work in the family business for a few years then go study to be an electrician. The son could learn his trade by working with a local electrician.)

B. Summary

Summarize by stating:

"Identifying interests and positions is one strategy that helps us see more possible solutions to problems or conflict, so that we can find one that is acceptable for everyone."

IV. Application (30 minutes)

Materials:

Flip chart 2: Tough Issues

A. Discovering Interests

Participants search for commonalities among their interests in a controversial topic.

1. Ask participants to identify some controversial issues in their community. Say:

"I'd like you to look for your own and other people's interests in some situations or with some issues that you experience frequently. Let's begin by making a list of some topics. Please help me think of some issues that people in our group today might have different opinions about. I'll make a list on the flip chart."

Note: Be prepared to offer some suggestions. It might be easier if you encourage people to think in terms of "should" or "must" language since we have been associating those words with the language of a person's position. What are things people should do or must not do?

2. If participants are having trouble generating ideas, here are some suggestions that might produce conflicting opinions in your group. Be culturally sensitive about which you decide to suggest or use:
 - Students should always do their homework before meeting their friends.
 - Youth should always do what their parents tell them to do.
 - Students should never question their teachers.
 - Once you are married you should never divorce.
 - The man should always be the head of the house.

Note: Alternatives could include issues such as the ethics of human rights abuses, freedom of speech or expression, health and reproductive issues, etc. If participants bring up topics such as these, it might be all right to use them, but it is best to check with a local counterpart about culturally appropriate subject matter for discussion with your group.

3. Begin the activity. Say:

"Let's begin with the first topic. Notice that I have written these topics in a way that they depict a particular position. (Notice the use of words like should and ought to.) Some of you probably agree with the first position and others of you probably don't. I would like you to move to the left side of



the learning space if you agree with the position in the first topic. Move to the right if you disagree with that topic.”

4. Allow a moment for people to choose and move. Hopefully the two sides are about equal in number so people can make a pair or group of three with people from both sides in it. A group of four with a 3:1 ratio is about the greatest difference between sides of an issue that you should attempt. If there are only a few participants on one side of the issue, choose a different issue.
5. Divide participants into groups of no more than four with people from both sides of the issue in each. Say:

“In your small group, have a conversation about the issue. Do not try to convince anyone to change her or his mind or to agree with your point of view. Instead, ask the people who have a view opposite yours to explain what their interests are. Listen and try to hear what they really care about deep down. Also, share your own interests. Try not to use words like ‘should,’ ‘must,’ or ‘ought to’ since those usually signal a position. See if you can use the word ‘want’ instead. I’ll give you about three minutes.”

6. When the time is up, ask participants from one point of view to restate the interests of the opposing point of view. Invite people from the opposite point of view to do likewise. Ask:
 - *“What ideas were new to you?”*
 - *“What surprised you about the interests of the other group?”*
 - *“What new solutions are suggested by what you heard from the other group?”*
7. Repeat steps 2-5 with one or two more issues, depending upon time.

B. Summary

Conclude the activity by saying:

“As you can see, the more you care about an issue, the more difficult it becomes to ask about and listen to the interests of other people. But, when you can hear the interests that are important to other people, you might be able to get past positions and discover solutions you didn’t expect. We will talk more about ways to work better with individuals and groups when we meet next time to learn about collaboration.”

V. Assessment (5 minutes)

Materials:

None

A. Shout it Out!

Participants demonstrate understanding of the day’s concepts.

1. Ask participants to remain in their last group of three or four. Set up the activity. Say:



“I’m going to make a statement about what we’ve learned today but I’m going to leave one word out. I’ll give you a few seconds to check with the people sitting near you. With them, try to figure out what word is missing. Then I’ll count to three and when I say ‘three,’ you can all shout out the word together. Ready? Here’s the first statement:

- *“A position is something you think _____happen.”* (Possible answers: should; must; ought to)

2. Continue in this manner with the following statements:

- *“An interest is something you really _____ about.* (Possible answer: care)
- *It is more difficult to solve problems if people only talk about their ____.* (Possible answer: position)
- *It is easier to solve problems if you can share your ____ .* (Possible answer: interests)
- *In most sports, there is only one ____.* (Possible answer: winner)
- *When we learn the interests of another person, we can come up with a _____ solution.”* (Possible answer: win-win)

Note: Use these questions and participant responses to correct any misinformation.

Note: “Shout it Out!” is an assessment of Learning Objective 1.

B. Summary

Summarize by stating:

“Identifying the difference between someone’s interests and their positions is a difficult skill to learn. Don’t be discouraged if you aren’t always successful, but keep trying because it’s a skill that can help you solve problems that otherwise seem impossible. You will get better with practice. And even if you are only partially successful, you will surprise your family members and teachers with your ability to solve problems.”

References:

The activity “Palm to Palm” has been adapted from

Thiagarajan, Sivasailam and Tagliati, Tracy. *Jolts!* San Francisco: John Wiley & Sons. 2011.

Facilitator Notes for Future Improvement

Date & Facilitator Name: [What went well? What would you do differently? Did you need more/less time for certain activities?]



Flip Chart 1: Interests and Positions

Interest

What the person really
cares about deep down

Position

What the person thinks
must or ought to happen



Flip Chart 2: Tough Issues

Tough Issues



Unit 2, Session 8: Collaboration

Training Manual:	Life Skills and Leadership: Unit 2, Session 8
Rationale:	Identifying and valuing collaboration are elements of a positive identity, social competencies, and assets in youth development. Youth who describe or display collaboration skills are more likely to engage in positive, constructive behaviors and avoid negative, destructive behaviors.
Target Audience:	In-school and out-of-school youth who have completed at least primary education.
Facilitator Expertise:	Peace Corps Volunteers and local counterparts who have been trained in how to use and adapt the <i>Life Skills and Leadership Manual</i> .
Time:	90 minutes
Pre-requisites:	Unit 2, Session 7
Version:	Feb-2013



Session 8: Collaboration

Date:

Time: 90 minutes

Facilitator(s):

Facilitator preparation:

1. Make four different signs each with a different number: 4, 3, 2, 1 (one sign has a “4,” another has a “3,” etc.)

Materials:

- **Equipment**
 1. Flip chart
 2. Tape or pins
 3. Pens or pencils, paper
 4. Clock, watch, or timer
- **Prepared flip charts**

Flip chart 1: Review
Flip chart 2: Problem-Solving Steps
- **Handouts**

Handout 1: Levels of Agreement
Handout 2: Solving Problems My Way
- **Trainer materials**

(None)

Learning Objectives:

1. After responding to a series of short statements, participants will practice at least one constructive method to handle conflict in friendships without resorting to violence or combative behavior.
2. After practicing positive responses and a discussion, participants will model at least one adaptive and flexible response to problems; including at least one strategy to deal with setbacks and feedback.



Instructional Sequence

I. Motivation (15 minutes)

Materials:

None

A. Yes, And ...

Participants practice using “yes and” instead of “yes but” as a strategy for collaboration.

1. Ask participants to choose a partner. Say:

“I would like you and your partner to imagine that you are going to plan a fun activity that you can do together over the weekend. Before we start, I would like you to decide together which of you will be the color ‘red’ and which will be the color ‘blue.’ Choose now!

2. Pause while participants choose a color, then say:

“The person who chose red will go first. I would like you to state an idea for a fun activity the two of you could do together. The person who chose blue will listen, then give a reply. Blue’s reply must begin with ‘Yes, but ...’ then state a reason the idea won’t work. Red will share another idea and blue will reply with ‘Yes, but ...’ Continue in this manner, with red sharing ideas and blue giving reasons they won’t work. Begin and keep going until I tell you to stop.”

3. Stop the conversations after two minutes and ask:

- *“For the reds, what did it feel like to have the blue always say ‘Yes, but’? (Possible answers: Discouraging. It wasn’t much fun. It got harder and harder to come up with ideas.)*
- *How would you rate the quality of your ideas? Were they very interesting or fun?*
- *Did anyone decide on a fun activity to do?” (Most people will have been unable to make a decision.)*

4. Say:

“Let’s try it again. Red will start as before, with an idea for an activity. This time, blue will respond by saying, ‘Yes, and we could ...’ then finish the statement with another idea. Red will give another idea and blue will reply again with ‘Yes, and we could ...’ adding to the idea each time. It might go like this:

“Red: Let’s go for a walk.

Blue: Yes, and we could bring a picnic lunch.

Red: Oh, I can make some sandwiches.

Blue: Yes, and we could stop for ice cream after we eat.

... and so forth.”

5. Ask participants to begin. Stop them after two minutes. Ask:



- *For the reds, what did it feel like this time when the blue said ‘Yes, and ... ’? (Possible answers: It was more fun. She took me seriously. It was easier. There was less pressure.)*
- *For the blues, what was it like to switch from ‘Yes but ... ’ to ‘Yes and ... ’?*
- *How would you rate the quality of your ideas? Were they more interesting and fun or less so?*
- *Did anyone decide on a fun activity to do? (Most people will have at least come up with more ideas.)*
- *Why do you think saying ‘Yes, and ... ’ is easier or more fun? (Possible answer: Because it opens the door to more possibilities.)*

“When we say, ‘Yes but ... ,’ it’s like saying ‘No.’ It discourages the other person from sharing ideas or suggestions. It slows the conversation. It makes it harder to make decisions or agree about what to do. When we say, ‘Yes and ... ,’ more possibilities are opened up. People have more ideas, they feel less criticized, and a solution is more easily found. When people are working well together we say they are collaborating. We mean they are focused on the same goals that are good for all of them.”

B. Summary

Summarize by saying:

“Today we are going to talk more about collaboration. You’ll learn ways to work together that you can use when you need to make decisions or solve problems with other people in a group or team.”

II. Information (15 minutes)

Materials:

Handout 1: Levels of Agreement

Four signs, each with a different number: 4, 3, 2, 1

Tape or pins for putting the signs up on a wall – or the signs can also be just placed on the floor

A. Levels of Agreement

Participants learn a method to determine agreement and promote collaboration in a group.

1. Make a transition from the Motivation activity to Levels of Agreement. Say:

“When I asked you to practice using ‘Yes and ... ’ a moment ago you saw that doing so would give you more ideas and it was fun. If you had been planning a real activity for the weekend you also would have gotten more done than if one of you had kept saying ‘Yes but ... ’ When we collaborate, or work together, we usually are able to accomplish more and have more fun in the process.

“We also saw this the last time we met when we talked about the interests a person has – what they really want – as opposed to their position – what they think should or must happen. This is also collaboration. It’s a way for people to get more done by working together on the things they both care about.

“Unfortunately, you can’t say ‘Yes’ all the time. The other person may have just shared an impractical or risky idea and sometimes it’s difficult to figure out what interests you have in common with the other



person. Or maybe they only want to stick to their position. How can you still get more done when people don't seem to want to collaborate?

"I'd like to share a strategy you can use when a group is having trouble collaborating."

2. Distribute Handout 1: Levels of Agreement and invite a volunteer to read it.

3. Customize the handout with the group, if necessary. You can do this by asking:

"Do the categories for agreement, the levels, make sense? Are there other ways we might define the levels? For example, Level 3 might be 'sort of agree' or 'somewhat agree,' or even 'I'm OK and can go along with the group.'"

Note: To make this more physically active, levels of agreement could be expressed with body position. For example, Level 4 could be standing up, Level 3 – squatting or leaning against a wall, Level 2 – sitting, Level 1 – sitting and arms folded across the chest or head down on a table. Or ask the group what body postures they recommend, perhaps relating back to nonverbal communication in Unit 2, Session 1: Active Listening.

4. Try using levels of agreement. Share two or more of the statements below, as appropriate, and ask participants to express their personal levels of agreement. Say:

"I am going to give you sample statements. After each statement, please go to the sign that best describes your level of agreement. So if you are in full agreement, you go to the sign with the number 4 on it – and so on."

Note: If time allows, you could ask a few participants to share why they chose that level of agreement.

Statements:

- a. The school day should be longer.
- b. Soccer is the best sport to play or watch.
- c. Our community could use better transportation for getting to the nearest city.
- d. Family is the most important thing in the world.
- e. I* think that I am good at solving problems and resolving conflicts.
(*The "I" is meant to reference the participants – not the facilitator.)

B. Summary

Summarize by saying:

"Using levels of agreement is a way to keep people working together (collaborating) because it gives them a chance to talk about why they like or dislike a situation. The levels of agreement are also useful when working with others to resolve conflicts and to find solutions to problems. We will practice more with this. You might want to try the levels of agreement handout with your family, too."



III. Practice (15 minutes)

Materials:

Handout 1: Levels of Agreement

A. “Agreeing to Go on a Trip”

Participants will practice stating their own levels of agreement as applied to a group decision.

1. Practice with the levels of agreement. Provide the following example, or ask the group for one that is even more relevant to them. Say:

“You can use levels of agreement to help make decisions with just one other person or with a group. Let’s try it together as a group by planning a trip for us all to take.”

Note: This can be a real trip or outing the group can take, or an imaginary trip. Be clear about which it is.

2. Facilitate a discussion. Explore possibilities for where the group could go and things that the group could do on the trip. Ask:

“Where would you like to go? What would you like to do?”

3. After participants have made a list and discussed possibilities, you should state a decision about where the trip will be and what you will do on the trip. It does not have to be executed; this decision is for purposes of using the levels of agreement.

4. Ask participants to vote on their individual level of agreement with the decision. Say:

“We will go around the group and check on everyone’s level of agreement. You can raise 1, 2, 3, or 4 fingers to indicate your agreement. First, tell me your level of agreement about where we will go on our trip.”

Then repeat collecting levels of agreement regarding the various activities that will be experienced, what you will do, what supplies you will need, etc. on the trip.

5. If there are one or more persons that cannot support the decision (expressing a Level 1), lead a discussion about what needs to happen next, such as revisiting the decision, having more discussion, or leaving the decision alone for a few days. If no one is a Level 1, you can lead a brief discussion about what would happen if someone had chosen Level 1 and could not support a decision. Ask:

- *“How might levels of agreement be useful in the steps of problem solving? (Possible answers: It would be useful in the first step of Defining the problem. It could be used in step 5 to Weigh the pros and cons. You could use it in the last step to Decide which option to take.)*
- *How might levels of agreement be useful in PAUSE decision making? (Possible answers: It could be used in Pause to agree on the decision to be made. Use it in Select to make sure everyone likes the option chosen. It would be helpful in Evaluation to see if everyone liked the way the decision turned out.)*



- *How might you change levels of agreement to handle conflicts with your friends?” (Possible answers: Once you have figured out each other’s interests, you can use levels of agreement to see how happy people are with the solution to the conflict.)*

Note: This activity serves as an assessment for Learning Objective 1.

B. Summary

Conclude by stating:

“Agreements can increase collaboration and allow people to work together by forming the foundation of a relationship. Being flexible in your views and accepting others’ views helps to build a sense of community. Using the levels of agreement can help minimize or resolve conflict and help solve problems by increasing collaboration.”

IV. Application (30 minutes)

Materials:

Paper and pencils (if you want participants to write down their lists of problems to address)
Timer, clock, or watch

A. What If ... Then What?

Participants examine setbacks and articulate the opportunities embedded within.

1. Introduce the concept of setbacks turning into opportunities. Say:

“In the opening activity, the blues consistently said, ‘Yes but.’ during the first round. It was like they were saying ‘No’ or putting up a big stop sign. Sometimes everyone is at a level 4 of agreement and wants to do something, collaborating together, but they still get a ‘No’ or run into a big stop sign. That ‘No’ doesn’t always come from a person. Sometimes things we can’t control go wrong and suddenly we are faced with a big stop sign!

“Sometimes – no matter how much we plan – something happens that we had not expected. These ‘setbacks’ can happen as we try to solve problems. However, often the setback actually creates an opportunity where something good can happen. It’s like saying ‘Yes and ... ’ to a really crazy or silly idea and turning it into something useful. It takes practice!

“For example, in one village a center for youth was being built. The person who was doing most of the building hurt his back. This was a setback. The people in the village realized that they really wanted the center to be built, so all kinds of people stepped in, from grandmothers to little children, to strong youth and adults. Everyone found something they could do to contribute and together they finished the job while the builder gave his instructions from a chair. As a result, members of the whole village felt proud and thankful for the youth center. They worked hard for years to keep it in good repair.

“Another example is that a town got flooded and electricity was wiped out. The townspeople were going to lose their refrigerated food. So everyone got together and shared all of their food. They had big community breakfasts and suppers. This was the first time that some people in the town had even met each other. It was such a wonderful experience that after the electricity was restored, the



community continued to share some meals together. Years later they still have a community supper once every month.”

2. Split the group into two teams. Say:

“We will look further at setbacks and the opportunities they can create. For this next activity we will work in two teams. Get in a group on my right if your birthday is between January and June. If your birthday is July through December, get in a group on my left.”

Note: Be sensitive to the fact that some youth may not know their date of birth. Check with your community partner to see if this is likely the case. In this case, ask people to choose their favorite season (winter/summer, dry/rainy, etc.)

Note: If the groups are very uneven by number, move a few people to the smaller group. For example, you could select a month and ask all of those participants to move to the other group. Also, for very large groups, you can further divide into three or four teams. When it comes to the activity step of challenging a team by thinking of setbacks, any opposing team can state a setback. The intention of having smaller groups is to foster more opportunities for individuals to contribute to their group.

3. Instruct the two groups to create a list of problems that they would like to solve by stating:

“Think of things that you would like to change in your community, in school, or even bigger societal issues. Work with your group members to identify several situations that you can all agree upon. Select problems that:

- a. Involve some conflict. For example, there might be situations where people have very different ideas – they are on opposite sides, or situations that need improvement or are causing discomfort or harm.*
- b. Have opportunities for possible solutions. (You can quickly think of possible ways to address the situations – even if they are not easy solutions.)*
- c. All members in your group think the problems are important and need to be addressed. Using the levels of agreement, all group members should be a 3 or a 4 for the situation you pick.”*

Note: An example could be creating or improving youth meeting space, such as a park, playing field, or boys’ and girls’ club. Another example could be providing more opportunities for employment or small businesses in the community. Another: moving the village solid waste dump away from a stream or water source.

4. Give the groups about 10 minutes to identify at least five specific problems. If they are having a difficult time deciding, tell them:

“For the next idea that someone shares, everyone else in the group will clap and say, ‘Yes! Great idea!’ (It’s like saying, ‘Yes, and ...’) That will be a problem your group will address for the sake of the activity. Continue to do this until you have identified at least five problems.”

5. Explain the instructions:

“Each team will have a chance to solve problems and also try to challenge the other team by suggesting setbacks. The team that is most able to create opportunities from the setbacks and continue to solve its problem will be the winner.”



Note: It would be great if “winners” got a prize – even if it was assuming a leadership role or gaining another privilege related to the program, the facility where the program is being taught, or to spending more one-to-one time with you. At the very least, give the winning team an enthusiastic round of applause.

“The team that has the tallest participant will go first. (Note: This could be the shortest participant instead.) This team will have a group member share one of the problems they have identified and will talk about how the problem could be solved. Other group members on this person’s team can help explain possible solutions. As soon as a member from the other group has an idea for a setback, that group member shouts out, ‘What if _____? Then what opportunity do you see?’”

Note: The group member fills in the blank. For example, “What if a big storm comes in and resources have to go there instead of going toward your project? Then what opportunity do you see?”

“The team members who shared the problem has to quickly work together to address the ‘setback’ and decide how they could turn it around to be an opportunity. Once they have a response that makes sense, they get a point. Then, the other team gets to share one of its problems and the first team tries to stump it with a setback.

“When it returns to the first team’s turn, that team can keep working with its original problem or can select a new problem from its list. Either way, team members will talk about solving the issue and the other team will find a setback for them to examine.

“We will move back and forth from team to team for 15-20 minutes so try to think quickly and keep the game moving. The team that thinks the fastest and finds opportunities in setbacks will likely be the winner.”

Note: If you have more than two teams, when one team is sharing its problem any of the other teams can shout out a setback. Make sure all teams have a chance to talk about a problem.

6. A few points about the activity:
 - a. Walk through a round or two of the “game” until there is a flow.
 - b. Encourage participants to think quickly and not “over think” their responses – but make sure the responses do make sense.
 - c. Cheer for all teams and help keep the energy up and the game moving.

B. Summary

Conclude the activity by congratulating the winner and acknowledging that everyone did a great job. Say:

“It can be fun to turn something that seems negative into something positive. There’s more energy in doing that than spending time discussing what’s not going well. When ‘Yes but ... ’ or a stop sign comes from things or situations you can’t control, you really need the collaboration of people working together, sharing ideas to find a solution. It’s like seeing the whole elephant. Everyone has something to contribute. That’s collaboration!”



V. Assessment (15 minutes)

Materials:

- Flip chart 1: Review
- Flip chart 2: Problem Solving Steps
- Handout 2: Solving Problems My Way

A. “Visitor from another Planet”

Participants review the concepts learned during the day.

1. Ask for a volunteer who will pretend to be a visitor from another planet. Once one of the participants has stepped up or raised a hand and you have selected that person, bring him or her to the front or center of the whole group. Say to this volunteer in front of the group:

“You have observed our group while we have been working on problem solving, solution seeking, collaboration, and conflict resolution. In a minute, and in the native language from your home planet, we would like you to share the major things you observed. Tell our group what you saw and what you learned. Remember that since you are from another planet, we will not be able to understand your language. But please don’t worry, as we will have someone who will translate for you.”

2. Ask for another volunteer who will interpret what the visitor shares and translate it for the whole group. Say to this volunteer:

“Thank you for agreeing to provide your translation services. We will let our visitor explain a few things and then we will give you a chance to translate into our language what the visitor has shared about solving problems, seeking solutions, collaboration, and resolving conflicts. You can refer to Flip chart 1: Review to explain what our visitor is saying. So please listen carefully and then tell us what our alien visitor observed.”

3. Start the activity by asking the “visitor” to speak to the group in her or his “native language” for just a few seconds about what she or he has observed. The visitor’s speech will likely make the group laugh. Then, more seriously, ask the “translator” to share what the visitor said, revealing key points about the unit on solving problems, seeking solutions, collaboration, and resolving conflicts. Depending on time and the points covered, you might invite a different volunteer to come forward to translate another comment from the visitor.

4. To help with transfer of learning, invite participants to complete Handout 2: Solving Problems My Way. Introduce the handout. Say:

“Having a plan for how you’ll handle conflicts or solve problems before things get out of hand is a great way to keep things from getting nasty or even violent. Keeping the strategies that we learned in your mind will make them easier to use when the appropriate time comes.”

“Take a few minutes to write in the handout – which is like your own personal action plan. Think of the strategies you would like to use, a situation where these might come in handy, and someone who can help you practice or with whom you may need to use the strategies.”



Note: “Visitor from another Planet” and completion of Handout 2 are an assessment of Learning Objective 2.

B. Summary

Conclude by asking each person to share one of the strategies that she or he plans to use. Remind participants that you will check back in a week or two to see how they are doing making use of these problem-solving and conflict resolution strategies.

References:

(None)

Facilitator Notes for Future Improvement

Date & Facilitator Name: [What went well? What would you do differently? Did you need more/less time for certain activities?]



Flip Chart 1: Review

Check for others' perspectives
(to see the whole "elephant")

Follow the steps of problem solving

Weigh pros and cons among
options for solutions

Use "Yes and ... " instead of "Yes but ... "

Use levels of agreement

Find the positive opportunities in setbacks



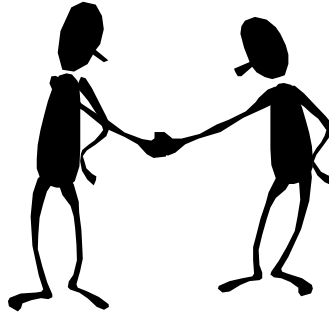
Flip Chart 2: Problem-Solving Steps

Problem-Solving Steps

7. Define the problem
8. Include others
9. Describe the best possible outcome
10. List options
11. Weigh the pros and cons
12. Decide which option to take



Handout 1: Levels of Agreement



When making a decision in a group, there is discussion and participants have a chance to voice concerns and support. Once a decision or direction has been proposed, it is time to “vote” to see where everyone is in terms of agreeing with moving forward. During this voting, group members can express their level of agreement by just saying the corresponding number (#):

#	Level of Agreement	What it means
4	Fully agree	I agree and have no concerns. I fully support the decision/direction.
3	Agree with reservations (or agree with hesitation)	I agree, though I have some concerns that I've expressed. They have been discussed and addressed to my satisfaction. I think we should move forward and I support the decision.
2	Disagree and support	I disagree with the decision, but have had a chance to air my point of view. I feel fully heard and while I disagree, I bow to the collective wisdom of the group (or want to move forward for the good of the group) and will support the decision.
1	Disagree – cannot support	I disagree and cannot support the decision. (In this case, a return to discussion is required – or the decision is set aside for another time and a different issue is addressed.)



Handout 2: Solving Problems My Way!



1. **Pick two strategies** you like best to help solve problems and resolve conflicts. Try to practice these strategies in the days and weeks to come to build better relationships. Put an “X” in the boxes next to the two choices you are making:

- Make sure to check for others’ perspectives (to see the whole “elephant”)
- Follow the steps on the problem-solving path
- Weigh pros and cons in options for solutions
- Use “Yes and ... ” instead of “Yes but ... ”
- Use levels of agreement
- Find the positive opportunities in setbacks
- Describe a strategy of your own: _____

2. **Think of a situation** where you might use these strategies: _____

3. **Think of a person** with whom you can practice or apply these strategies: _____

We will check back in a few weeks to see how these strategies are working for you!



Contents

Unit 3, Session 1: Goal Setting, the Basics	1
Unit 3, Session 2: SMART Goals	15
Unit 3, Session 3: Steps for Action	30
Unit 3, Session 4: Setting Priorities, Managing Time.....	49

Unit 3, Session 1: Goal Setting, the Basics

Training Manual:	Life Skills and Leadership: Unit 3, Session 1
Rationale:	Setting goals, planning ahead, and knowing how to make choices are internal developmental assets. Youth who are able to describe or display these skills are more likely to engage in positive, constructive behaviors and avoid negative, destructive behaviors.
Target Audience:	In-school and out-of-school youth who have completed at least primary education.
Facilitator Expertise:	Peace Corps Volunteers and local counterparts who have been trained in how to use and adapt the <i>Life Skills and Leadership Manual</i> .
Time:	120 minutes
Pre-requisites:	Units 1 and 2 of <i>Life Skills and Leadership Manual</i>
Version:	Feb-2013



Session 1: Goal Setting, the Basics

Date:

Time: 120 minutes

Facilitator(s):

Facilitator preparation:

1. Rubber bands for the Motivation activity should be large or oversized if possible. Regular rubber bands are fine. Avoid very small ones. If you do not have access to rubber bands, elastic for sewing into clothes is an alternative. If you cannot find these supplies for all participants, you can demonstrate the activity in front of the group with one of the following alternative materials: elastic cut from a pair of sweat pants; bungee cord (may be dangerous if it flies from your hand!); elastic exercise band; band cut from a bicycle inner tube.
2. Prepare “My Dream” stick figure flip chart.
3. Prepare a personal timeline on flip chart paper to demonstrate how to do the activity “High Points, Low Points” in the Activity section. (Flipchart 3: Sample Personal Timeline)

Materials:

- **Equipment**
 1. Rubber bands or loops of elastic, one for each participant
 2. Flip chart paper for participants
 3. Markers or crayons
 4. Collage supplies (magazine pictures, glue or tape)
- **Prepared flip charts**

Flip chart 1: Making Decisions (from Unit 2, Session 3)
Flip chart 2: My Dream
Flip chart 3: Sample Personal Timeline
- **Handouts**

(None)
- **Trainer materials**

(None)

Learning Objectives:

1. After a guided visualization, participants will define their personal vision or dream of their future, including what that future looks like in three years and as an adult.
2. After thinking about their own life choices, participants will reflect critically on past experiences and articulate at least one example of how those experiences affect future progress toward one’s dream.



Instructional Sequence

I. Motivation (15 minutes)

Materials:

Rubber bands or elastic loops, one for each participant (See Materials section for alternative suggestions if rubber bands are not available)

A. Reality Stretch

Participants make a connection between their current reality and their hopes for the future.

1. Ask participants to stand or sit in a circle and give a rubber band or elastic loop to each person. Demonstrate with your own rubber band as you say:

“I’ve given each of you a rubber band. Please loop it between your hands and stretch your hands apart one above the other. Hold your hands there for a few moments.”

Wait 30 to 40 seconds, then ask:

“The longer you hold one hand above the other, what do you notice? (Possible responses: My arms are getting tired. My hands are sore. The rubber band is tight.)

“Now, please try it again, one hand above the other, but this time stretch your hands as far apart as you can without breaking the rubber band. Again, hold it there for a while and tell me what you feel. (Possible response: There’s a lot of tension. The rubber band is cutting into my skin.)

“When we feel that tension, there’s a desire to relieve it, right? Do you want to bring your hands together? Do you want to make it easier?”

“I’d like you to stretch your rubber band one more time, but this time, imagine that your lower hand is your life today. Imagine also that your upper hand represents the things that make you happy. This could be spending time with your friends, playing sports, reading a good book, making or building something you choose, having a boyfriend or girlfriend, or anything else.

“Now when you raise your ‘happiness’ hand above your ‘today’ hand and you feel that tight stretch, what can you do to ease the tension?” (Possible responses: Raise the “today hand.” Lower the “happiness hand.”)

2. Invite participants to share their observations about the connections between their lives today and the lives they would like to have in the future. You can ask some of the questions below, then fill in with any thoughts from the list that aren’t brought up by the participants.
 - *“If one way of relieving the tension between your life today and what makes you happy is to lower your ‘happiness’ hand, what might that represent? (Possible responses: Choosing different things that make you happy. Having fewer things that make you happy. Being happy less often.)*



- *Another way to reduce the tension is to raise your ‘today’ hand. What might that represent in real life? (Possible responses: Changing something today to make your happiness more possible tomorrow. Knowing what makes you happy can inspire you to change things today.)*
- *Sometimes your hands were further apart and there was more pull, tightness, or stress between your ‘today’ and ‘happiness’ hands. What might this represent in a person’s life? (Possible responses: Too little tightness is like being uninterested, unconcerned, or not caring. Too much tightness is like being frustrated that you’ll never have what you want. Having the right amount of pull and tightness creates inspiration and movement toward happiness.)*

B. Summary

Summarize by saying:

“In order to be happy in the future, you need to be clear about what you want, but also clear about what your life is like right now. Today we are going to be talking about the importance of having goals to guide our path to the future and you’ll have a chance to think about some of your own goals.”

II. Information (30 minutes)

Materials:

(None)

A. What’s Your Dream?

Participants identify some of the elements they would like to have in their lives as adults.

1. Try to gain a sense of where participants are in terms of their comfort with ambiguity and their willingness to predict or influence the future.

Note: Various cultures have different understandings about the future. Some believe the future is pre-determined, in the hands of God, or that an individual’s life is a matter of fate. Others, like most people in the United States, believe that individuals can influence their own future by the actions they take now. The Motivation activity focused on what makes a person “happy” is a way to save the conversation about the future for this Information section. Use the following discussion and conversation as a way to learn about cultural perceptions of the future in your host community. In addition, you can invite participants to consider your perspective, as a U.S. citizen, about the future. They don’t have to agree with you but you can express your desire that they at least consider your view and take from this activity whatever is appropriate and helpful for them.

Ask:

“How much do you think about the future?”

“Would you say that the future is in the hands of God (or a matter of fate)?”

“Can a person influence what their life will be like in the future?”

“What role does ‘luck’ play in determining what happens in your life?”

2. Invite people to consider what it would be like if they could influence their future. Say:



“In some cultures, people believe they can influence the future. For example, in the United States, most people believe they can make their life happier by working hard, learning to be a better person, or communicating better with other people.

“Today, I’d like you to think about what you would like for your future. Even if this seems like a foreign idea, perhaps you can at least think about what makes you happy. It will be like stretching the rubber band. We’ll create just a bit of pressure between your ‘today’ hand and your ‘happy’ hand (or your future) and see what new ideas we can come up with about the future.”

3. Begin the visualization by asking people to get comfortable. Say:

Note: It is possible that some participants will have difficulty with this activity if they begin thinking about a future that seems impossible for them. Be prepared that strong emotions may surface and be expressed through moodiness or even crying. If this happens, acknowledge the significance of the activity without drawing attention to specific individuals. Say something like, “This activity might have made some of you feel sad, angry, or frustrated. I would be happy to talk to anyone individually after the session if they would like. For now, it’s important to realize that our emotions help us identify what is most important to us. If you have strong feelings after this activity, try to understand why you feel that way. Use your feelings to figure out what is most important to you. Perhaps then you can figure out a way to get (or do) what really matters to you. The other activities we have planned today will help you do just that.”

You can also introduce a stretch break or send participants out of the learning space for five minutes of fresh air while you remain available to anyone who wishes to talk to you.

“Please sit comfortably in your chair or on the floor. Close your eyes. Take three deep breaths and let the air out slowly ...

(Pause after each group of sentences to allow time for the participants to visualize.)

“Imagine it is three years from now. After completing this training program, you have gone on to do many things that you had not expected before. You are very happy with your life now. Take a moment to feel what it is like to be that happy ...

“Think for a moment about your mind and what you have learned. What intellectual abilities do you have now that you’ve always wanted to have? Maybe you are good at writing, or mathematics, or reading, or drawing ...

“Think about your social life. What friends do you have? What kind of relationship do you have with your parents, caregivers, and other family members? Do you have a boyfriend or girlfriend? What is that relationship like? ...

“Next, think about your emotions. Are you happy? Do you feel confident? Are you able to deal with difficulties and setbacks? ...

“Imagine what you are like physically. Are you strong and healthy? Do you have the food, shelter, and clothing you need? ...

“What is your spiritual life like? Do you have hope during difficult situations? What is your relationship to God (or a higher power)? Are you worried about your death or the future? ... ”



4. Leave an extra-long moment of silence after this last prompt so that participants can better refocus on the class setting. Gently say:

“I’d like you to slowly open your eyes and take three deep breaths. Then just sit quietly for a moment so you can think to yourself about your ideas for the future.”

5. Gather some general thoughts from participants with these discussion questions. Say:

“After doing this activity, some people feel like they actually traveled to a different place. Your ideas about the future are very special and they belong to you. You don’t have to share anything specific if you don’t wish to, but I would like to hear some of your general ideas.”

Note: Among the discussion questions, those in **BOLD** are the most important.

- **How easy or difficult was it to think about your future three years from now?**
- **Which was most exciting to think about — your intellectual, social, emotional, physical, or spiritual happiness?**
- How far did you “stretch the rubber band?” Was there a big difference between how you see yourself now and how you might be in the future?
- **To what extent did you limit yourself by thinking only about what you thought might be possible?**
- How would your visualization be different if there were no limits on what you could become?
- How was this activity similar to other creativity activities we have done?

B. Summary

Summarize by saying:

“This kind of visualization is a chance to get an idea of what some of your hopes and dreams for the future might be. When you have a clear idea of what you want for the future, it creates a positive pressure, like we learned with the rubber band, which pulls us toward the future that we desire.”

III. Practice (30 minutes)

Materials:

- Flip chart paper
- Markers or crayons
- Collage supplies (magazine pictures, glue or tape)
- Flip chart 1: Making Decisions (from Unit 2, Session 3)
- Flip chart 2: My Dream

A. What’s Your Dream? (Continued)

Participants further refine their personal vision.

Note: This activity makes reference to “Whole Body Decisions” in Unit 2, Session 3, (Flipchart 1: Making Decisions). You can reuse some of the flip charts from that session here.



1. Show Flip chart 1 and describe the activity. Say:

“The more clear you can be about what you might like to have in your future, the more you may see things you can do now to help you achieve what you want.”

“You probably remember that we used a human figure and various parts of the body to figure out how to make decisions. We referred to decisions based on our Head (logic), Heart (emotions), Hands (social), and Hopes (goals). There is a similarity between how we make decisions and how we plan for our future. The decisions we make every day can help us get closer to what we want for our future.

2. Distribute a sheet of flip chart paper and markers to each participant. Show Flip chart 2 and say:

“Today we are going to use another human figure to think about the future you just visualized. We’ll use some of the same references to the body. We’ll add ‘Physical’ today and substitute ‘Spiritual’ for ‘Hopes.’

“Please begin by drawing a very large stick figure in the middle of your paper. Then label different parts of it with signs for ‘Intellectual, Social, Emotional, Physical, and Spiritual.’

3. Point to Flip chart 2 and note the different areas for “Three Years from Now” and “As an Adult.” Say:

“Please use any words or pictures that you wish to describe the future you visualized. Notice that my poster has space for ‘Three Years from Now’ and ‘As an Adult.’ For now, just fill in the section of your poster for ‘Three Years from Now.’”

4. Give participants at least 10 minutes to work. Move among them, showing interest and answering questions. When most people have completed the near future vision of their posters, ask participants to choose a partner with whom they feel comfortable. Ask participants to share their posters with their partners. Say:

“At this point I would like you to talk about your poster with your partner. Make sure you use good listening skills when your partner talks about her or his poster. What are some listening skills that you might use?” (Possible answers: Encourage; Describe the person’s feelings; Clarify, Ask questions; Summarize)

5. After about five minutes, say:

“Together, help each other complete the last part of your poster, the ‘As an Adult’ part, which is further into the future. Try to help your partner think about how he or she might change and grow intellectually, socially, emotionally, physically, and spiritually as she or he becomes an adult. Add whatever words or pictures to your posters that will help show these changes.”



6. When posters are completed, ask participants to share their posters with the whole group. Ask each volunteer to hold her or his poster up while her or his partner describes some of the most important features of the person's future.

Note: You can make this reporting optional if some people prefer not to share, or if time is not adequate. Try to talk to these participants at a later time to give them a chance to share one-on-one with you.

Note: The presentation of posters is an assessment of Learning Objective 1.

B. Summary

Conclude the activity by saying:

“Notice that there is a similarity between these posters about your future and the poster about using Head, Heart, Hands, and Hopes for making decisions. In many ways, it is the decisions we make now that will influence how our dreams will evolve in the future. We’ll talk next about how events in our past might have influenced our present, and in later session activities we’ll discuss all the small steps that help us move into the future.”

IV. Application (30 minutes)

Materials:

- Flip chart paper, sheets of paper, markers or crayons
- Flip chart 3: Sample Personal Timeline

A. High Points, Low Points

Participants describe how the past events in a person's life inform but do not necessarily predetermine their future.

1. Invite participants to consider the events and choices in their own lives. Say:

“Remember that we have talked about how to use creative thinking to identify more options in solving a problem. We learned about this when I told you about the youth in Chicago who tried to get rid of abandoned cars in their neighborhood.

“Today, I’d like you to think about the events in your own past. Then we’ll use some of those creativity techniques to help you see how whatever has happened in your past can influence the goals or dreams you work toward and who you become in the future.”

2. Distribute flip chart paper and markers or crayons. Alternatively, participants can use regular paper; perhaps the back sides of previously used papers. Say:

“Please draw a straight, horizontal line across the center of your paper. On one end of the line write the year you were born and write the word ‘Today’ at the opposite end of the line. At the top of the page, write the words ‘Good Things’ and at the bottom write the word ‘Challenges.’



Note: Cultures that read from right to left will likely write their birth date on the right. Use a vertical line for cultures that read from top to bottom of the page and designate either right or left side for “Good Things” and “Challenges.”

3. Demonstrate how to make a personal timeline by drawing on Flip chart 3: Sample Personal Timeline as you say:

“I’d like you to make a timeline or graph of what your life has been like up to now. It will show the high, positive, and happy points, as well as the low, negative, and sad points. Assume that the horizontal line means everything is OK, nothing special is happening, and life is going along normally. Then make some dots above the line for things that happened that were good or made you happy and make dots below the line for things that happened to you that were difficult, unfortunate, or made you sad.

Using Flip chart 3, say *“For example, when I was about 13 (name something that happened to you, such as a family move, first boyfriend or girlfriend, academic achievement, etc.) I felt (name your feeling good or bad), so to represent that event in my life, I’ll put a dot here.*

“Then, when I was 17 (Name something that happened to you) I felt (name your feeling and make a dot, high or low, to indicate that this event happened after the first).

“Similarly, I’d like you to think of the some of the events in your life, recall how you felt at the time, and place a dot either above the line or below it. The further your dots are from the center line, the better or worse you felt about the event. You can include as much detail about your life as you wish and as many events as you would like. Just keep the events in order by time and show how extreme your feelings were about them by how far they are from the center line.”

4. Encourage people to complete their timelines by connecting the dots in order, from their birth year to today. Participants can choose whether to leave their timeline as it is, to label the high and low points, or to illustrate it in any way they wish.

Note: Encourage participants by reassuring them that they do not have to tell anyone what the high and low points of their lives have been. The purpose, as will become clear in the discussion, is to help participants see that the actions and events of their lives have a cumulative effect on their development. But events of the past do not predict our future path. Also, be alert for the trauma inherent in the lives of refugees, displaced people, the homeless, and others. Be prepared to have such individuals make a timeline of their communities or country so they do not need to reveal personal hardships.

5. Help participants derive meaning from their personal timeline by sharing highlights of your own timeline on Flip chart 3: Sample Personal Timeline. Highlight some of the events of your life and describe how they led you to major decisions or to fulfill your dream. For example, you might show the events of your life that eventually led you to become a Peace Corps Volunteer. Ask participants to choose a partner they feel comfortable talking with about their timeline. Ask the following discussion questions one at a time, pausing for about two minutes between each so the pairs can have a conversation:

Note: Emphasize that people do not need to share details of events. You are only interested in what they can learn about themselves by thinking about their past.

Note: Among the discussion questions, those in **BOLD** are the most important.



- Of the high and low points on your timeline, which are the result of things you could control (choices you made) and which were things you could not control (choices others made, natural disasters, etc.).
- Some people are able to identify one or two highly significant events that have shaped who they are. Others can see that they have been influenced in their growth by many smaller events that have been added together. Which is true for you?
- What is an event – perhaps a smaller one – that has influenced you more than you expected?
- **Looking at some of your “Challenges” below the center line, which of these events actually ended up being good because they helped you move closer to something you wanted?**
- What is an event – good or bad – that you cannot yet tell if its long-term effect will be good?
- **What is something you have learned about yourself by looking at your past in this way?**
- **With all the events in your life so far, what has kept you strong, who has helped you, and how have you been able to deal with the tough times?**

Note: Step 5 of “High Points, Low Points” is an assessment of Learning Objective 2, as the facilitator moves among the group and listens to the participants

B. Summary

Summarize by saying:

“What has happened to us in our past is now part of our history and cannot be changed. What matters is what we will do with our own history. Do we let it slow us down? Does it inspire us? Does it teach us something useful that helps us move forward? We are going to look next at our future and hopefully this look at the past will give us some new ideas for the future.”

V. Assessment (15 minutes)

Materials:

(None)

A. Back to Back; Face to Face

Participants summarize what they have learned about making goals.

1. Ask each participant to find a partner who is about her or his same height and stand back to back. (If the number of participants is odd, the leader can pair up with one participant.) Say:

*“I’d like to get a quick idea of how helpful this activity was for you. I’ll ask you a question. While your back is to your partner, you can think about your answer. When I say, ‘Face to face,’ turn around and take a few moments to briefly share your answer with your partner. Make sure both you and your partner have a chance to share. Ready? Here is your first question: **‘What is one goal or thing you would like to accomplish in the next three years?’**”*

Note: Be watchful of participants as they are speaking to their partners. You will want to ensure that participants give a thorough answer but they should also be brief. This is meant to be a quick recap of the main points of the day rather than a time for long discussions.



2. Pause a moment so participants can think, then say, “Face to face.” After about 1 ½ minutes, say:
“Please turn back to back for your next question: ‘What is one goal or thing you want to accomplish when you are an adult?’”
3. Pause a moment so participants can think, then say, “Face to face.” After another 1 ½ minutes, say:
“Please turn back to back for your next question: ‘What is one way your past has influenced who you are today?’”
4. Pause a moment so participants can think, then say, “Face to face.” After 1 ½ minutes, say:
“Please turn back to back for your next question: ‘Thinking about your timeline, what is one thing that has kept you strong in the past?’”
5. Pause a moment so participants can think, then say, “Face to face.” After 1 ½ minutes, ask participants to stop.

Note: “Back to Back; Front to Front” serves as an assessment of Learning Objectives 1 and 2.

B. Summary

Conclude by saying:

“We have talked about how important it is to know what makes you happy. Using a rubber band, we learned that comparing how things are now with how we’d like them to be creates a tension that can pull us toward our goal. We spent time visualizing our dreams for the future and we learned that we can have different goals for ourselves, dependant upon whether we are considering the intellectual, social, emotional, physical, or spiritual side of who we are. And we made individualized timelines to think about how our past has some influence over our future but our past does not determine our future. In our next session we’ll spend more time learning how to make goals and plans for the future.”

References:

(None)

Facilitator Notes for Future Improvement

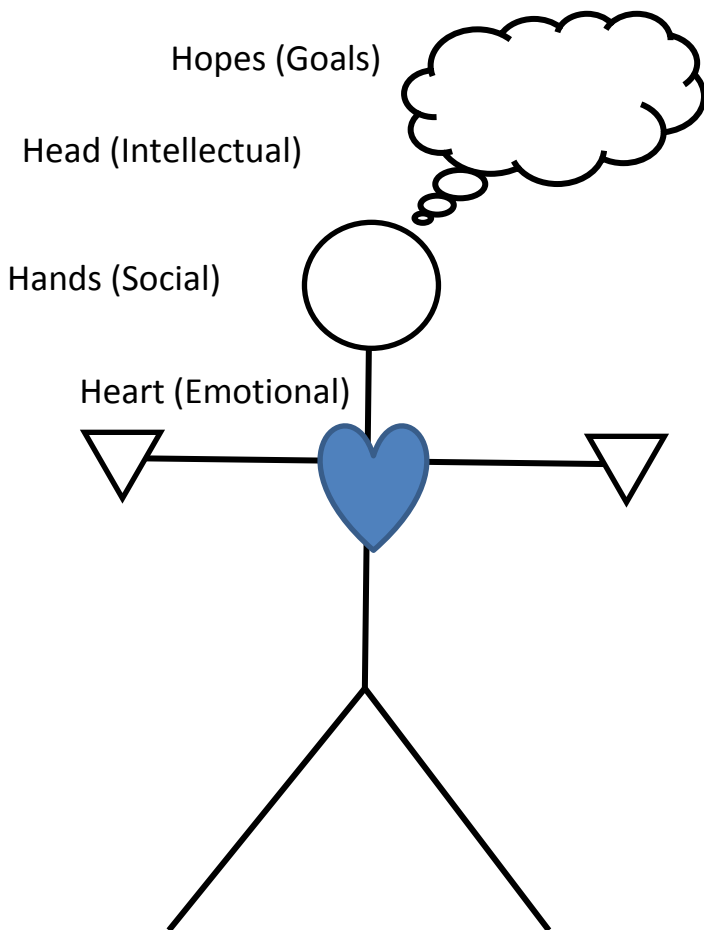
Date & Facilitator Name: [What went well? What would you do differently? Did you need more/less time for certain activities?]



Flip Chart 1: Making Decisions (from Unit 2, Session 3)

Prepare a flip chart showing the graphic on the left. You do not need to include the Sample Questions. Use them for reference to remind participants of the session on decision making.

Making Decisions



Sample Questions for Making Decisions

Head

- Is it right?
- Does it make sense?
- What does my experience tell me about this?
- How much does it cost?
- Is it safe?

Heart

- How do I feel about it?
- Do I have pain in my stomach when I think about this decision?
- What are my instincts telling me?

Hands

- Who might be affected by your decision?
- What do other people expect?
- Who will approve or disapprove?

Hopes

- How will it affect me in the long term?
- Will it help me reach my goal?
- Will it help me be a better person?



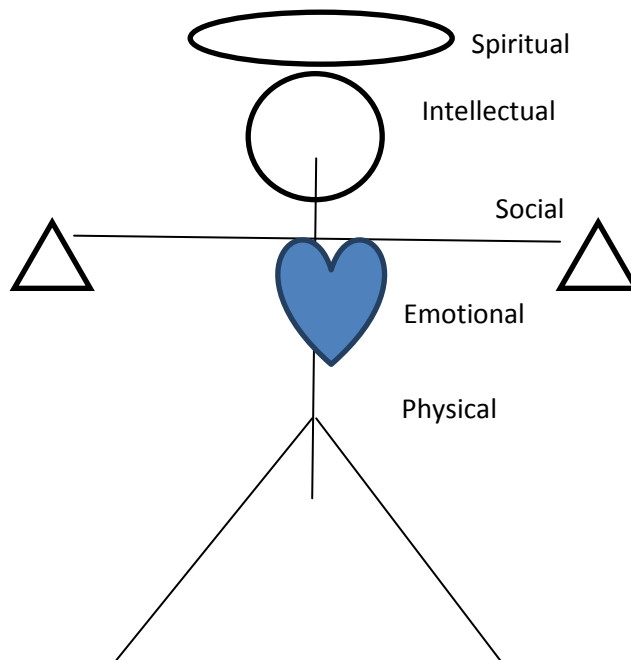
Flip Chart 2: My Dream

Make your own hand-drawn version of this flip chart and contrast it with Flip chart 1: Making Decisions from Unit 2, Session 3.

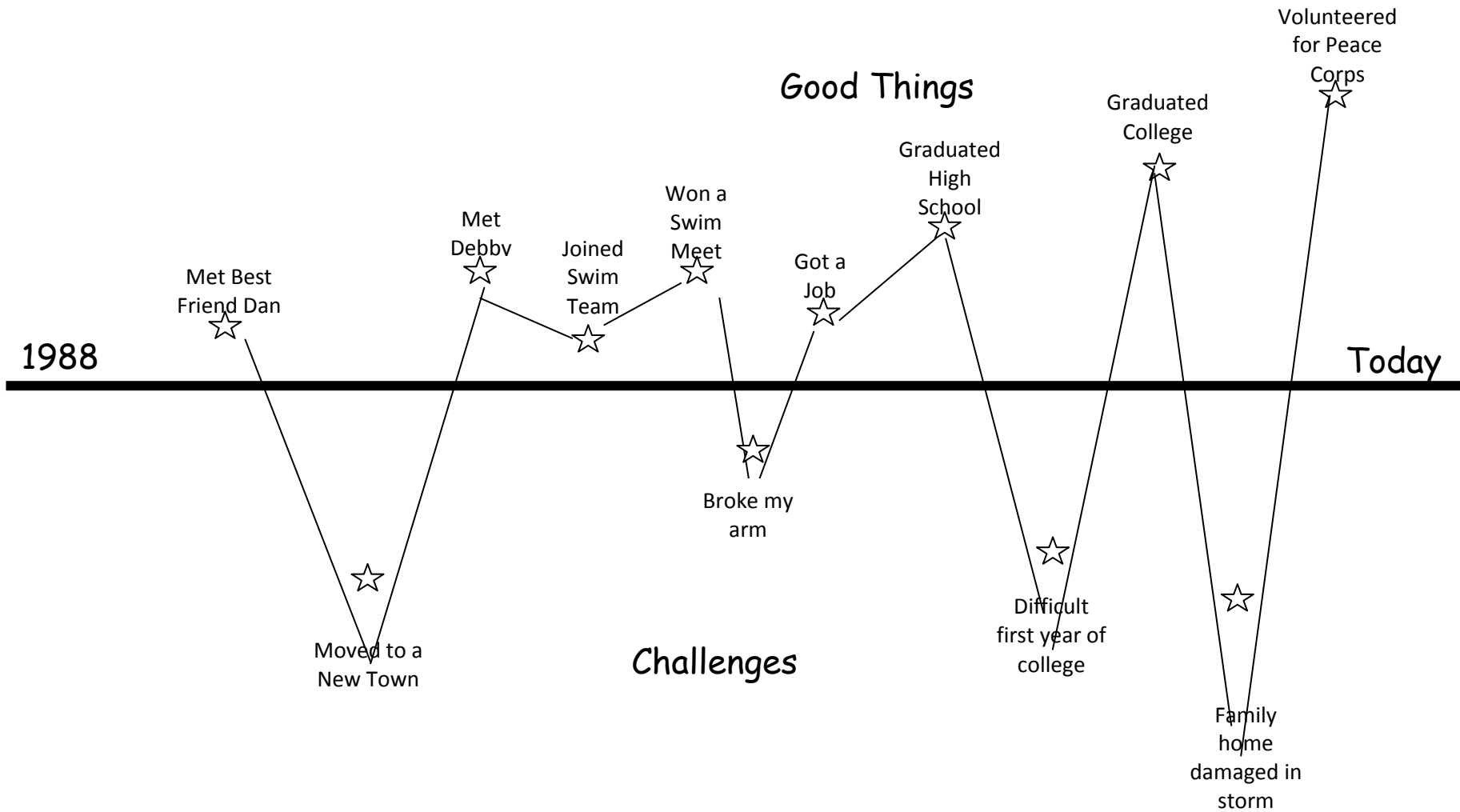
My Dream

Three Years from Now

As an Adult



Flip Chart 3: Sample Personal Timeline



Unit 3, Session 2: SMART Goals

Training Manual:	Life Skills and Leadership: Unit 3, Session 2
Rationale:	Identifying and setting short- and long-term goals are internal developmental assets. Youth who are able to describe or display these skills are more likely to engage in positive, constructive behaviors and avoid negative, destructive behaviors.
Target Audience:	In-school and out-of-school youth who have completed at least primary education.
Facilitator Expertise:	Peace Corps Volunteers and local counterparts who have been trained in how to use and adapt the <i>Life Skills and Leadership Manual</i> .
Time:	120 minutes
Pre-requisites:	Unit 3, Session 1
Version:	Feb-2013



Session 2: SMART Goals

Date:

Time: 120 minutes

Facilitator(s):

Facilitator preparation:

1. Practice making and looking through the tube for the Motivation activity “Telescope” so you have a feel for what types of objects to look at in order to experience the desired effect of this activity.
2. Make at least two copies of Handout 2 for each participant.
3. Decide which example you will use in Practice Section, Step A.2. Use Example 1 in the text for Handout 3: My Surprising Future; or, the example Trainer Material 1: Story Example 2. Or, you can write your own version.

Note to facilitator: This session builds on the prerequisite session “Goal Setting: The Basics” by teaching participants to be more specific about their personal goals.

Materials:

- **Equipment**
 1. Flip chart paper, markers or crayons
 2. Old newspapers, tape
- **Prepared flip charts**

Flip chart 1: Writing a Goal
- **Handouts**

Handout 1: SMART Goals
Handout 2: A Recipe for SMART Goals
Handout 3: My Surprising Future
- **Trainer materials**

Trainer Material 1: Story Example 2

Note: Handout 3: My Surprising Future has three lines with the words “because of that,” which extends the story. Give participants the freedom to use more or fewer of these lines as needed. The “because of that” prompts are designed to help participants identify smaller action steps that they might need to take when making plans later. The final line, “From now on, I will always ... ” may also be omitted.

Learning Objectives:

1. Working in small groups, participants will describe goals that are specific, measurable, achievable, realistic, and time-bound
2. Working individually, participants will write a futuristic story that describes their vision of their lives in the future, and three concrete steps they took to accomplish their vision.
3. Working individually and then with a partner, participants will write at least one short-term and one long-term goal, including something they want to accomplish or learn.



Instructional Sequence

I. Motivation (15 minutes)

Materials:

Flip chart paper or old newspapers, tape

A. Telescope

Participants describe the importance of seeing both the big picture and the small details when setting a goal.

1. Set the context for the session. Say:

“Last time we talked about some of the basics of making goals for ourselves. We learned that when we have a clear goal, we can take small steps to reach it over time. Today we want to continue learning about making goals and discover how to be more successful by having clear, well-developed goals.”

Note: Make any necessary references to the discussion you had in Session 1: Goal Setting: The Basics that validate the local culture’s perspective on influencing and shaping one’s future.

2. Distribute a sheet of paper or old newspaper to each participant. Instruct participants to roll their paper into a long tube with a diameter a little larger than their eye. Use tape to keep it in place. Say:

“I’d like you to look at an object across the learning space. (This could be a picture on the wall, objects on a table or shelf, or something visible from a window. If you can, take participants outside where they can find more objects to choose from. Encourage them to select objects as opposed to people, especially their fellow participants. They do not all need to look at the same object.)

“Then I would like you to cover or close one eye and, with the other, look through your tube at your object. Without moving closer to it, explore your object by looking through the tube. If you can see the whole object through your tube, try looking at a larger object or one that is closer to you. Make a note in your mind of all the details about the object.”

3. Let participants look at their objects for a few moments, then gather them into a circle and discuss the following questions:
 - *“First you looked at an object then looked at it again through your tube. In which case were you able to notice more details? (Possible answer: When looking through the tube)*
 - *What was it about looking through the tube that helped you notice more details? (Possible answers: There were fewer distractions. I couldn’t see too much at once so I kept moving the tube around. Looking through the tube made some things stand out more.)*
 - *What other differences did looking through the tube make? (Possible answers: It slowed me down and forced me to take my time. The object was more interesting and I looked at it longer. My arms and eyes got tired!)*



- *Suppose choosing an object in the distance is like choosing a goal for yourself. What might looking at it through the tube represent?* (Possible answers: The tube helps me identify and define my goal better. The tube is my skills, abilities, or values that focus or direct my attention. Knowing the details of my goal helps me be more clear about what I want.)

Note: In some cultures, people are more accustomed to looking at “wholes” rather than “parts.” Try to ask participants which of these perspectives is true for their culture. Do they tend to look at systems and how they relate to one another or do they usually focus on specific details and how those details function on their own (which is the tendency in the U.S.)? Insights about this will be helpful as you teach people about making and using goals in the activities that follow.

B. Summary

Summarize by saying:

“Sometimes when we describe things, we do not give as much detail as we should. We start with a general view, which is all right for a while. But to understand the full picture, we need to identify and describe more details. By focusing our attention on specific parts, we can begin to see important connections, as well as the relationships between different parts. During this session we’ll see that this is an important skill to master as we learn more about making goals.”

II. Information (30 minutes)

Materials:

- Flip chart paper, markers or crayons
- Flip chart 1: Writing a Goal
- Handout 1: SMART Goals
- Handout 2: A Recipe for SMART Goals

A. SMART Thinking

Participants learn why specific, measurable, and time-bound goals are helpful.

1. Invite participants to think about goals in more detail. Say:

“In the past we have talked about dreams you have for the future. That was like looking at something from across the room (without looking through the tube). You could imagine what your future might be like but I didn’t ask you to fill in very much detail. Today I’d like you to become more specific about your dream by looking closely at all the details and defining a goal very specifically.”

2. Show Flip chart 1: Writing a Goal and say:

“Look at the first goal written here, 1A, and tell me what you think. Is ‘I want to study at a university’ a good goal? (Pause for a few reactions.)

“This is fine for a dream but it doesn’t give any ideas about how to make it happen. A goal that is written well can tell you how and when the thing you want is likely to be achieved.”

3. Draw attention to the second writing of goal 1B on Flip chart 1 and say:



“Here’s another version of the same goal written below the first. What makes ‘I will study agriculture at City University for at least two years by the time I am 22,’ a better goal? (Possible answers: It tells what the person will study. It tells where the person will study. It tells how long the person will study. It tells when the person will go to the University.)

4. Divide participants into groups of three to five. Ask them to look at 2A and B on Flip chart 1. Have them talk in their group about what makes the second version of the goal (I will be hired for a job that pays at least \$\$/hour at one of the factories in the city by this time next year) better.
 - a. Invite different groups to share one reason they think the second goal is better.
 - b. Then say:

“In both examples, the second version of the goal is better. Both of these versions are better because they have several things in common. They are ...

- **Specific** – They say exactly what will happen (study agriculture; be hired for a job).
- **Measurable** – They say how much of the thing will happen (for at least two years; at least \$\$/hour).
- **Achievable** – They help the person think big, make a stretch, and become inspired while still being possible.
- **Realistic** – They are meaningful to the person who wrote them.
- **Time-bound** – They say when they will be finished (by the time I am 22; by this time next year).

“Take the first letter of each of these features and you have the word ‘SMART.’ If you can make all your goals SMART, you will become much clearer about how to reach those goals.”

5. Distribute Handout 1: SMART Goals and review it with participants. Share the examples in the top half of the page and invite participants to give examples of their own. Respond to any questions they may have about SMART goals.
6. Direct participants’ attention to the second half of Handout 1 and say:

“On the bottom half of this page you can see several goals that are not SMART. Working with the others in your group, I’d like you to rewrite them so they are specific, measurable, achievable, realistic, and time-bound.”

7. Distribute several copies of Handout 2: A Recipe for SMART Goals to each group. Say:

“You can use this handout to write SMART goals for each of the poorly written goals. Use the starting sentences so that you make the goals specific, measurable, and time-bound. Put a mark in the boxes next to achievable and realistic when you think you have achieved those elements, too.”

8. Give groups about 20 minutes to work, then ask each to share one of the goals it rewrote. Invite other groups to share how they rewrote the same goal. Be ready to point out the best parts of each goal.



Keep in mind that the best SMART goals may come from a combination of several versions of the same goal. Then lead the group in a discussion with these questions:

Note: Among the discussion questions, those in **BOLD** are the most important.

- Of the goals you rewrote, which were the most difficult and why?
- **Which aspect of writing SMART goals do you still have questions about?**
- **What are the advantages of writing SMART goals?**
- Of the five parts of SMART goals, specific, measurable, achievable, realistic, and time-bound, which do you think is most important? Why?
- **What advice would you give to someone who is writing SMART goals?**

Note: Step 8 of “SMART Thinking” is an assessment of Learning Objective 1.

B. Summary

Summarize by saying:

“By making our goals SMART, we can add enough detail to a dream so we can begin to know how and when we can reach it.”

III. Practice (30 minutes)

Materials:

Handout 3: My Surprising Future

A. Where Are You Going?

Participants speculate about their future and identify steps they will need to complete in order to make that future a reality.

1. Remind participants of the importance of knowing one’s dream or goal in life. Say:

“Let’s use SMART goals for something that you want in your life. To help you do that, let’s begin with a dream that you have. As we learned in the previous session, being able to describe a dream for yourself can help focus your energy and enable you to make better decisions. We want to take some time now to be much more specific about what that dream is for each of you.”

2. Distribute Handout 3: My Surprising Future to each participant. Say:

“I’d like you to imagine that it is a few years into the future and you are now an adult. Take a few moments to think silently about what you have achieved and which of your dreams have become real for you. You can imagine the future you visualized at our last meeting or it could be something different.”



“Imagine that the things you want for your home life, your work life, your family life, your life in the community, and your life with your friends have happened exactly as you had hoped. In fact, you have everything you wanted and hoped for.”

Pause for a few moments to let participants think.

“I’d like you to write a story about your successful future. Imagine that the future has already happened and write your story as if it is true for you now. So that you are able to focus on your story and not the writing, you can use Handout 3: My Surprising Future to get started.

Share one or more examples of how to use Handout 3. (Noted in Facilitator preparation section.)

Note: Handout 3: My Surprising Future has three lines with the words “because of that,” which extends the story. Give participants the freedom to use more or fewer of these lines as needed. The “because of that” prompts are designed to help participants identify smaller action steps that they might need to take when making plans later. The final line, “From now on, I will always ...” may also be omitted.

Example 1 (Or use the alternative example in Trainer Material 1 or your own.)

I am so excited because I have finally ...

earned my university degree.

I used to think this would never happen because ...

I didn’t have the money and no one from my family has ever been to the university.

But one day a long time ago, I tried ...

talking to an admissions counselor at the university.

Because of that ...

I learned about a scholarship that I could apply for.

Then, because of that ...

I got enough money that I could attend university part-time while I also worked.

And because of that ...

I was able to take two courses a year. It wasn’t as many as most people but I kept at it.

Until finally ...

I finished with high honors.

From now on, I will always ...

be glad I talked to that counselor instead of getting discouraged by doing nothing.

3. Move among the participants, offering suggestions or providing suggestions as needed.
 - a. After most people have finished writing, ask for volunteers to read their stories. Follow each story with an enthusiastic round of applause.

Note: If some individuals are reluctant to share their full stories, at least ask them to share their dreams and three steps they took. Alternatively, try to talk to those people privately after the session.

- b. Then choose some of these discussion questions to help participants round out their learning:

Note: Among the discussion questions, those in **BOLD** are the most important.



- How did it feel to be writing a story about your success in the future?
- How did it feel to read it out loud to your friends?
- **To what extent does your dream seem more real after writing and reading it?**
- What unusual or surprising things did you learn about your friends from their stories?
- **What ideas for your own story did you pick up by listening to your friends?**
- **If you were going to write another story about your future, what would you do differently?**
- **What can you do to make your story become real?**

Note: The discussion questions in “Where Are You Going?” and the sharing of stories are both assessments of Learning Objective 2.

B. Summary

Conclude the exercise by saying:

“Often, if we are able to envision the future, the dream that we desire, we can begin to see the details of action steps we need to take to get there.”

IV. Application (30 minutes)

Materials:

Additional copies of Handout 2: A Recipe for SMART Goals for each participant (Alternatively, participants can copy the “recipe” on their note papers or the backs of previously used papers.)

A. My Own SMART Goal

Participants write SMART goals for their own future.

1. Describe the activity. Say:

“Now that you can see and feel what it would be like to reach at least one of your dreams, the next logical step would be to write at least one short-term and one long-term SMART goal that will help you reach your dream.

“So think about the dream you described for yourself. What is one small goal that you could accomplish in a couple months (time-bound short-term). Also, what is one goal you could set for yourself that you could accomplish in about a year (time-bound long-term). The two goals might be connected so that the short-term goal helps you get to the long-term goal, but they don’t have to be connected.

“I’d like you to use the ‘recipe’ for writing SMART goals just as you did for the practice goals you rewrote in your small groups. Please begin working independently. Then, after a short while, I’ll ask you to join another person to get more ideas about the SMART goals you have written.”

2. Distribute more blank copies of Handout 2. Then move about the learning space to help individual participants as needed. Be prepared to offer ideas to make their goals more specific or more



measurable. You can also ask them questions to make sure their goals are achievable and realistic. When everyone has written at least one SMART goal, say:

“Please find a partner and share your SMART goals. Try to get ideas from your partner about how you can make your goal more specific and measurable. Check to make sure they are achievable and still realistic for you.”

3. Allow about five minutes for sharing. Then lead a discussion with these questions:

Note: Among the discussion questions, those in **BOLD** are the most important.

- What makes you most excited about writing a SMART goal for your dream?
- In what ways was this activity difficult? In what ways was it easy?
- **What is something you might do differently the next time you write SMART goals?**
- **What is something you learned about SMART goals by either writing your own or helping someone else to write theirs?**

Note: Steps 2 and 3 of “My Own SMART Goal” serves as an assessment of Learning Objective 3.

B. Summary

Conclude the activity by saying:

“By now you should have a much clearer idea about how to reach at least one aspect of your dream by having identified a goal. Remember that SMART goals help you think about all the detail in your planning and help you make your dream come true.”

V. Assessment (15 minutes)

Materials:

(None)

A. Tell Me More

Participants increase excitement for and commitment to their own SMART goals.

1. Divide the group into two. Say:

“Stand next to anyone you wish. (The facilitator can participate if there is an odd number of people.) Now, imagine I have one orange and one banana (or any other two locally available fruits). You may have one and your partner may have the other. Right now, decide who will have the orange, and who will have the banana. (Pause for a moment to make decisions.)

“I would like the people who chose the orange to make a circle and face the center. And I would like the people who chose the banana to make a circle in the center of the ‘oranges,’ facing out to their partners. (You will end up with two concentric rings with each person facing her or his partner.)

*“With your partner, I would like you to **share the most exciting or interesting part of your personal story for the future.** I’ll give you about 2 minutes for both you and your partner to share. Go!”*



2. After 2 to 3 minutes, interrupt the participants. Say:

*“I would like the people in the inside circle to shift to your right one person so you have a new partner. (The outside circle does not move.) With this new person, I’d like each of you to **talk about what you need to learn or the skills you need to develop to make your personal story become real.** Be a good listener to your partner and be ready to offer suggestions about how to learn even more. Go!”*

3. After 2 to 3 minutes, interrupt the participants. Say:

*“Now I would like the people in the outside circle to shift to your right one person so you have a new partner. (The inside circle does not move.) With your new partner, **talk about the people who can help you make your personal story a reality.** Listen to your partner for ideas she or he might have for you to expand your own group of helpers. Begin!”*

4. After 2 to 3 minutes, stop the activity.

Note: The activity “Tell Me More” serves as an assessment of Learning Objectives 2 and 3

B. Summary

Conclude by saying:

“We learned today how to translate a dream of our future into a SMART goal. Goals that are specific, measurable, achievable, realistic, and time-bound give us a specific strategy to achieve what we want. We also learned that if we can become clear about what we would like our future story to be, we can begin to see the steps we can take to get there. We can also see that, for both short-term and long-term dreams, there will be things we need to learn, skills we need to practice, and many people who are ready and able to help us along the way.”

References:

(None)

Facilitator Notes for Future Improvement

Date & Facilitator Name: [What went well? What would you do differently? Did you need more/less time for certain activities?]



Flip Chart 1: Writing a Goal

Example 1

A.) I want to study at a university.

B.) I will study agriculture at City University*
for at least two years by the time I am 22.

Example 2

A.) I want a good-paying job.

B.) I will be hired for a job that pays at least \$\$/hour**
at one of the factories in the city by this time next year.

**Insert the name of a local university*

*** Insert here a realistic amount in local currency*



Handout 1: SMART Goals

Make your goals SMART

		Example 1	Example 2	Example 3
S	Specific What will happen?	Improve my English writing skills	Weave a new blanket	Become an Internet expert
M	Measurable How much will happen?	Earn 10 more points on the English examination	Weave it by myself	Take computer lessons two times a week
A	Achievable Big but possible!	So I can travel abroad	So I can have my own business	So I can get a job as a social media expert
R	Realistic Important to me!	I like speaking other languages	I want to work for myself	I enjoy using the computer
T	Time-bound When will the goal be finished?	By the end of this term	Within two months	By next year

Fix these goals to make them SMART

1. I will have better clothes.
2. I am going to get married.
3. My dream is to be popular and have a lot of friends.
4. I will be a star football player.
5. I am going to be an auto mechanic.
6. I will start a business as a tailor or seamstress.
7. I am going to get better grades in school.
8. I want an awesome new bicycle.



Handout 2: A Recipe for SMART Goals

Recipe for Writing SMART Goals

Fill in the blanks to make a goal SMART

Specific I will do what? _____

Measurable How? _____

Achievable Check Yes: **Realistic** Check Yes:

Time-bound By When? _____

Specific I will do what? _____

Measurable How? _____

Achievable Check Yes: **Realistic** Check Yes:

Time-bound By When? _____

Specific I will do what? _____

Measurable How? _____

Achievable Check Yes: **Realistic** Check Yes:

Time-bound By When? _____



Handout 3: My Surprising Future

I am so excited because I have finally ...

I used to think this would never happen because ...

But one day a long time ago, I tried ...

Because of that ...

Then, because of that ...

And because of that ...

Until finally ...

From now on, I will always ...



Trainer Material 1: Story Example 2

Note: There is another story example in the session plan.

“My Surprising Future” has three lines that include the words “because of that,” which extends the story. Give participants the freedom to use more or fewer of these lines as needed. The “because of that” prompts are designed to help participants identify smaller action steps that they might need to take when making plans later. The final line, “From now on, I will always ...” may also be omitted.

I am so excited because I have finally ...

married and started a family.

I used to think this would never happen because ...

I did not even have enough money for an apartment of my own.

But one day a long time ago, I tried ...

working for my uncle in his bicycle repair shop.

Because of that ...

I learned how to use tools and improved my mechanical skills.

Then, because of that ...

I was able to take on some extra odd jobs on my own time.

And because of that ...

I was able to save a few extra dollars each week.

Until finally ...

I had enough money for my first payment on an apartment and I could make plans to get married and start a family.

From now on, I will always ...

be grateful to my uncle and I will teach my own children to work hard to achieve their dreams.



Unit 3, Session 3: Steps for Action

Training Manual:	Life Skills and Leadership: Unit 3, Session 3
Rationale:	Developing and using action steps to achieve a goal are assets in youth development. Youth who know how to plan ahead and make decisions are more likely to engage in positive, constructive behaviors and avoid negative, destructive behaviors.
Target Audience:	In-school and out-of-school youth who have completed at least primary education.
Facilitator Expertise:	Peace Corps Volunteers and local counterparts who have been trained in how to use and adapt the <i>Life Skills and Leadership Manual</i> .
Time:	120 minutes
Pre-requisites:	Unit 3, Session 2
Version:	Feb-2013



Unit 3, Session 3: Steps for Action

Date:

Time: 120 minutes

Facilitator(s):

Facilitator preparation:

1. Prepare Flip charts 1 and 2 using as much detail on Flip chart 2 as you wish.

Materials:

- **Equipment**

1. Flip chart paper, markers or crayons
2. Paper
3. Pens or pencils
4. Markers or crayons

- **Prepared flip charts**

Flip chart 1: Road Map 1 (little detail)

Flip chart 2: Road Map 2 (much detail)

Flip chart 3: My Dream (from Unit 3, Session 1, "Goal Setting, the Basics")

Flip chart 4: Problem-Solving Steps (from Unit 2, Session 6, "Solving Problems")

- **Handouts**

Handout 1: My Target Goal

Handout 2: My Plan of Action

- **Trainer materials**

Trainer Material 1: Target Goal: Short-Term Example

Trainer Material 2: Target Goal: Long-Term Example

Learning Objectives:

1. Working with a partner, participants will define at least one short- and long-term goal related to their dreams and discuss advantages and disadvantages of setting goals for their lives
2. Working individually, participants will use a template to structure an action plan that (a) describes their goals, (b) assets they have to help them achieve the goals, (c) assets they need to achieve them, (d) how they will get those assets, (e) and how they will measure the achievement of each goal.



Instructional Sequence

I. Motivation (10 minutes)

Materials:

- Flip chart 1: Road Map 1
- Flip chart 2: Road Map 2

A. A Better Map

Participants identify the importance of having a certain amount of detail in a plan of action.

1. Post Flip charts 1 and 2, which present two different interpretations of the same thing. Say:

“I have here two pictures showing basically the same thing. What do you notice about each? What differences and similarities do you see? (Possible answers: I see two versions of the same road map. One has more detail. One gives more information.)

“If you were asked to travel to this destination, which map would you rather have and why?” (Possible answers: Map 2, because it gives better instructions. Map 2, because it shows where there is danger. Map 2, because I would not have as many questions; Map 2, because I would be able to plan better.)

2. Ask a few more in-depth questions from the following list:

- Which map would give you more confidence?
- Which map would help you plan better?
- Which map would help you decide the supplies (food, clothes, medicine, fuel, etc.) you need and how much they might cost?
- When might Map 1 be better to use? (Possible answers: When you want to make a very rough estimate of costs and the need for supplies. When you want to plan several different routes quickly and are not yet worried about the details.)

B. Summary

Summarize by saying:

“You can see that having a certain amount of detail in a map helps a person to see the whole picture. You can begin to understand what it will take to travel to your destination and you can plan, gather supplies, save money, find people to help, and so forth. Today we will apply these ideas to ourselves as we make an action plan to achieve some of our own personal goals.”

II. Information (30 minutes)

Materials:

- Flip chart paper, markers or crayons
- Flip chart 3: My Dream (from Unit 3, Session 1)
- Flip chart 4: Problem-Solving Steps (from Unit 2, Session 6)
- Pens or pencils
- Markers or crayons



A. Getting from Here to There

Participants make a preliminary plan of action to achieve a long-term goal.

1. Distribute flip chart paper and markers or crayons to each person. Ask each participant to make a “map” to achieve one aspect of her or his dream. Say:

“In previous sessions, you identified several things you would like in your future. For now, I would like you to choose just one that you would really like to have. It can be something intellectual, emotional, social, physical, or spiritual but choose something that you would be very happy to have and that you can imagine achieving in one or two years.”

Note: You can refer to Flip chart 3: My Dream (from Unit 3, Session 1, “Goal Setting, the Basics”) if needed.

“Imagine that you are going on a journey to achieve the thing you have chosen, which will be at your final destination. What would your own map to that destination look like? Write a word or draw a symbol on one edge of your flip chart paper to represent that thing in your future that you would like to achieve. Write ‘Today’ on the opposite edge.”

“Next, think about all the things that would have to happen for you to ‘travel to’ or reach your future goal. What would be the challenges? (e.g., Not having the education, not having support of parents, not having money, etc.) How could you represent those challenges on your map? Would you represent the challenges as rivers, difficult mountain passes, or dangerous roads?”

“Think, too, about what would make it easy to undertake such a journey. (e.g., Having knowledge, decision-making skills, friends who can help, etc.) How would you represent the things that might help you? Would they be sign posts, fellow travelers, or a bridge over a river?”

“Make a map similar to the one on Flip chart 2. You can make your own obstacles and your own path to a destination in your future. What is most important is to show the challenges and opportunities in reaching your goal.”

2. After participants have had a chance to work for about 10 minutes, point to Flip chart 4: Problem Solving Steps and say:

“This flip chart shows the steps of problem solving that we talked about during one of our earlier sessions. We used these steps to determine the best, most creative solutions. You can use it now to help draw your map. Steps 1, 2, and 3 will be the most helpful now.”

“Specifically, you can try to guess or anticipate what problems you might encounter (Step 1) or who you might include as helpers (Step 2) on your way to achieving your goal. Again, find a way to show these on your map.”

3. Depending upon group size, ask individuals to share their maps with the whole group. With a very large group, just ask for three or four volunteers. For a smaller group of 10 or fewer, you will probably have time for everyone to share her or his map. The discussion questions below are what is most important, however.



- *“What are the advantages of having a plan for one’s future? (Possible answers: Having the ability to anticipate challenges. Having some measure of control. The ability to gather resources. Knowing some of the smaller steps you need to take to reach the goal)*
- *What are some of the limitations to having a plan for the future? (Possible answers: Being ‘locked’ into a definite ‘track.’ Decreased openness to unforeseen possibilities.) [note possible connections to various cultural differences; i.e., if people do not feel they have much control over their future.]*
- *Which of the challenges you will face are similar to challenges other people might face?*
- *How might you use the Steps of Problem Solving (Flip chart 3) to overcome challenges and obstacles?”*

Note: “Getting from Here to There” and the discussion questions serve as a partial assessment of Learning Objective 1.

B. Summary

Conclude the activity by saying:

“Of course, no one knows what the future will hold and what challenges you will really face as you try to reach your goal. But, if you have given it some thought ahead of time, you might be more prepared when an upset or challenge occurs.”

III. Practice (30 minutes)

Materials:

- Handout 1: My Target Goal
- Flip chart 4: Your Target Dream
- Participant Maps from “Getting from Here to There”
- Trainer Material 1: Target Goal: Short-Term Example
- Pens or pencils

A. My Target

Participants write goals and identify the specific knowledge, skills, and support they need to achieve a short-term goal.

1. Prepare participants for the activity. Say:

“There are several things to keep in mind when making an action plan. Remember that we learned how to make goals that are SMART – specific, measurable, achievable, realistic, and time-bound. That’s the first requirement.

“Besides a good goal, it’s important to know what you need for your journey and what you already have. We are going to practice with these ideas in the next activity.”

2. Distribute Handout 1: My Target Goal and refer participants to the maps they made in the Information section. Say:



“Look at your map and think about a specific goal you have for the next four months. This should be something you really want to achieve but that can be accomplished in a short period of time. It might be getting a position on a sports team, making or building something for your home, or getting a high score in a particular subject at school.

“Then think about what you would need to achieve that goal successfully within four months. Try to identify ways to increase the likelihood you will reach your goal. Think about what you can learn, what skills you need, and who can help you.

- a. Refer to Trainer Material 1 as you share the following examples. As you describe it, you might draw it out on a flip chart or whiteboard.

“For example, if your goal is to get a position on a sports team ... (Write the goal in the center)

Things to Learn: rules of the game, names of ‘plays’ or team strategies, etc. (Write these in the next circle.)

Skills to Practice: ball handling, passing, shooting, etc. (Write these in the next circle.)

People Who Can Help: coach, friends, my uncle who used to be a player, etc.” (Write these in the next circle.)

- b. Use the following situations to provide more examples for participants and to show them how they can complete their Target sheet.

“To make or build something for your home ...

Things to Learn: how to calculate materials needed, where to get supplies, etc.

Skills to Practice: how to use tools, making accurate measurements, etc.

People Who Can Help: my father who is a carpenter, my grandfather, etc.

“To get a high score in a particular school subject ...

Things to Learn: correct use of past tense in a foreign language, multiplication tables in math

Skills to Practice: verb conjugation, multiplying numbers in situations of daily living

People Who Can Help: Peace Corps Volunteer who speaks a foreign language, my older sister who is good at math.”

- c. Say:

“I’d like you to use Handout 1: My Target Goal to help you think about what you need in order to reach a short-term goal. Check the box next to ‘In Four Months’ when you have thought of a short-term goal, then go ahead and complete it as best you can.

Note: Be prepared to coach participants about what they choose for a short-term goal. Help them choose something that can be accomplished within the time frame. (More examples: learn a new song to sing; learn a song on a musical instrument.)

3. Move among participants, providing ideas and asking questions about each of the sections of their target.



4. After about 10 minutes, invite a few people to share their short-term goals and what they will learn, the skills they will practice, and the people who can help.
5. Then choose discussion questions for the whole group, as appropriate, from the following:

Which section of your target did you have the most difficulty completing? Which was easiest?
What are some things you wrote in your target that you had not thought of at first?
What did you write in your target that makes you most excited about reaching your goal?

Note: The completion of Handout 1: My Target with a short-term goal is a partial assessment of Learning Objective 1.

B. Summary

Conclude the exercise by saying:

“The things you already know and the things you already have are your assets and resources. The best place to start to reach a goal is to know your assets. Once you know them, you can figure out what else you need to be successful and you can also determine who can help you along the way.”

IV. Application (30 minutes)

Materials:

- Handout 1: My Target Goal
- Handout 2: My Plan of Action
- Trainer Material 2: Target Goal: Long-Term Example
- Pens or pencils

A. My Target (Continued)

Participants write goals and identify the specific knowledge, skills, and support they need to achieve a long-term goal.

1. Tell participants that you would like them to apply their planning skills in a broader way. Say:

“Now I would like you to think further into the future. I’d like you to think of a goal that you might reasonably achieve in about a year. This would not be one of your really big goals for when you are an adult, but it also should not be something like your last goal that could be achieved in a couple months. This goal should take more planning and work on a regular basis.”

2. Distribute another copy of Handout 1 to each participant. (Alternatively, ask participants to draw a second blank Target Goal for the next activity.) Ask them to mark the box next to “In the Next Year.” Give them some suggestions of goals they might strive toward, such as getting a particular job for pay, being accepted to a university, attaining a formal leadership position in their community, or completing a project at a social or service club. Instruct participants to use the same process to complete their long-term target. You can use Trainer Material 2: Target Goal: Long-Term Example as a guide if you need an example to share with the participants.



3. Invite volunteers to share their goals and the activities to achieve them. Ask discussion questions about participants' target goals:

- After listening to the goals of a few volunteers, what new ideas do you have for your own goal?
- What do you think will be your most important asset (something you know or a skill you have)?

4. Next distribute Handout 2. Say:

"I would like each of you to summarize the work on your goal into a plan of action. This is a document that you can refer to in the future to reconsider whether your goal is still important to you, to check your progress, and to know whether you have reached your goal.

"Begin by writing your goal in the space at the top and checking the boxes to make sure it is a SMART goal. Then you can transfer information from your 'My Target' handout for the sections of 'My Assets,' 'My Needs,' and 'People Who Can Help.'"

5. Be prepared to share an example from Trainer Material 1: My Plan of Action Example. Give participants a few moments to transfer the information. Then say:

"To make your action plan really effective, it will be important to know HOW you will get the things you listed that you need. You will also have to know when you've been successful. So, in box 5, 'Steps to Take' write some ideas about how you can learn what you need so that you can know and practice the skills that will be helpful to you. And in the section 'Did I Reach My Goal?' complete the sentence with a way to measure your success."

6. Give participants a chance to write some ideas on their papers. Then ask everyone to stand, and then say:

"I'd like you to test out the ideas you just put on your paper. So, please take your paper and move randomly around in our learning space without showing it to anyone and without talking."

7. After participants have mixed about, say :

*"Stop! Please form a group with one or two people who are closest to you. With this group, take just a moment to share **one need you have (Box 4) and one step you would take (Box 5) to obtain that need.** Make sure each person has a chance to share in the next two to three minutes."*

8. After about three minutes, ask participants to write down any new ideas they got from their partners about how to get some of their needs. Then ask them to mix silently as before. When they have mixed, say:

*"Stop and turn to a person near you who you did not speak with last time. This time, **share a different need you have and get some ideas about steps to take to meet that need.** As before, give your partner a chance to share, too."*



9. After three minutes, ask participants to record any new ideas. Then have them mix again silently. When they have mixed, say:

*“Stop, turn to a person nearby whom you have not met with yet. This time, **talk about how you will know you have been successful (Box 7)**. As before, listen for ideas from your partner and write them on your action plan.”*

10. When participants have had a chance to record their measures of success, ask them to sit down and lead a wrap-up discussion with the following questions:

- With all that you do now and all that you have accomplished in the past, what has made you successful? What has enabled you to stay strong?
- Which of your assets or strategies can you count on using in the future?
- What gives you the most hope that you will be able to reach your target goal?
- What are some of the ways you’ll know you have achieved your goal?

Note: These questions are meant to reflect a strength-based perspective that acknowledges the skills and resources (both internal and external) that participants have already used. By drawing attention to those resources now, the facilitator can reinforce strategies of resilience and productivity that participants may not realize they are already using.

Note: The completion of Handout 1: My Target with a long-term goal is a partial assessment of Learning Objective 1.

Note: Completing Handout 2: My Plan of Action and the discussion for “My Target” (continued) serve as an assessment of Learning Objective 2.

B. Summary

Conclude the activity by saying:

“Some goals, whether short or long term, may seem difficult to achieve. But if we can focus on a few specific changes, like what to learn or who can help, we can make progress toward our goal. Recording all this in an Action Plan gives us a handy reminder of what we wanted to achieve and how we can get there.”

V. Assessment (20 minutes)

Materials:

Paper, pens or pencils

A. Rap It Up!

Participants summarize what they have learned about goal setting and action planning.

1. Divide participants into groups of four to six and remind them of what they have learned in Unit 3. Say:

“We’ve learned about the basics of setting goals by beginning with a dream. We’ve also learned specific ways to make sure we accomplish goals by making them SMART. In addition, we’ve learned



about using an action plan to make sure we can gain the knowledge and skills we need along our journey.

“In your group, I’d like you to talk about all these things you have learned. Then, together, write a rap song that summarizes the important points. Make sure everyone in your group is included either in writing your song or in performing it. Or, if you wish, you can write some other type of song, perform a short skit, or do an original poetry reading.”

2. Give everyone about 10 minutes to write and practice their performance. Allow two minutes for each group to present its rap song. Follow each with enthusiastic applause!

Note: **Rap It Up!** serves as an assessment of all Learning Objectives in Unit 3, Sessions 1 to 3.

B. Summary

Conclude by saying:

*“Your rap songs show you have mastered the important concepts in writing and using goals. Remember that it all begins with knowing your goal and defining it clearly. One way to do that is to make sure your goal is SMART: specific, measurable, achievable, realistic, and time-bound. Then it’s important to assess the resources you **have** and the resources you **need** to begin the journey toward your goal. If you determine how you’ll get those resources and a way to measure your success, you’ll have an action plan – your own road map – to guide you to your goal.”*

References:

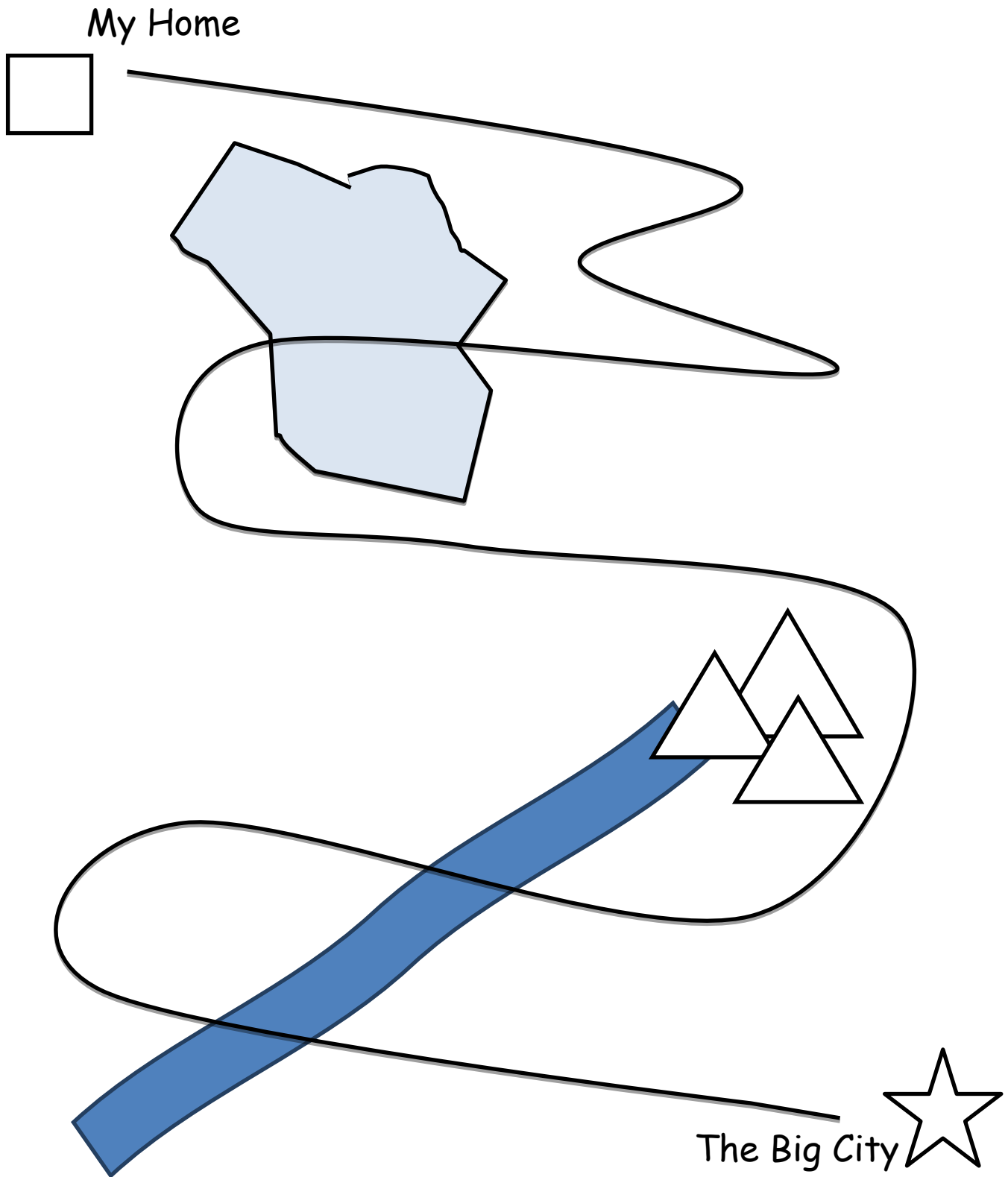
(None)

Facilitator Notes for Future Improvement

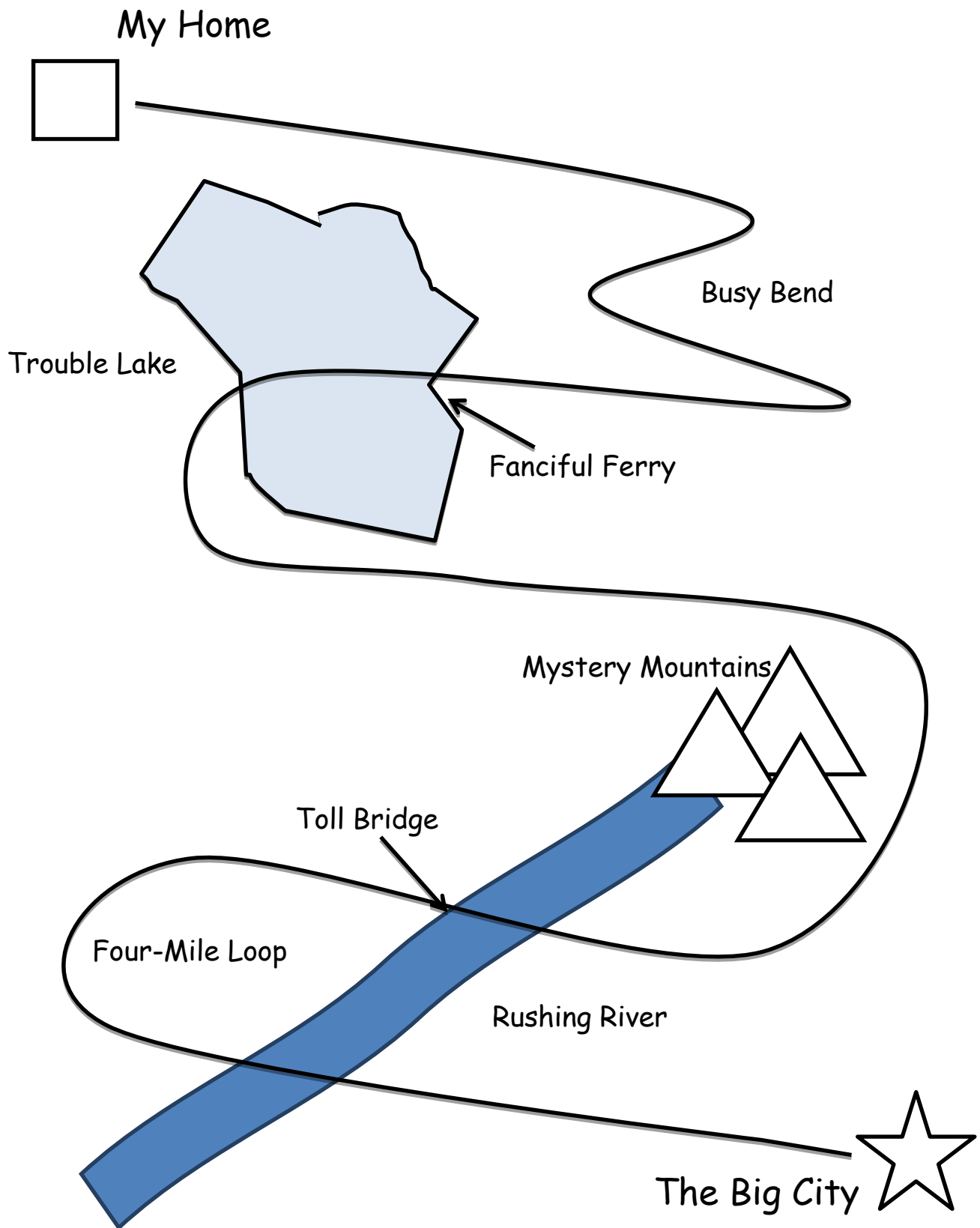
Date & Facilitator Name: [What went well? What would you do differently? Did you need more/less time for certain activities?]



Flip Chart 1: Road Map 1



Flip Chart 2: Road Map 2



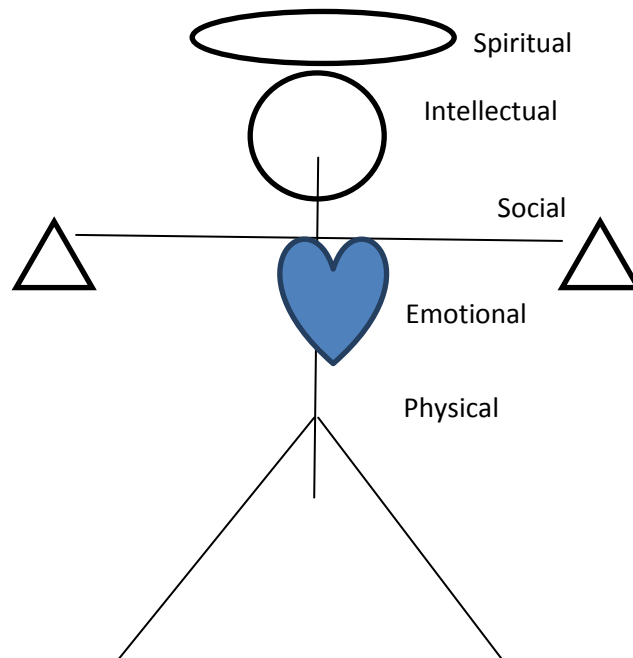
Flip Chart 3: My Dream

Make your own hand-drawn version of this flip chart.

My Dream

Three Years from Now

As an Adult



Flip Chart 4: Problem-Solving Steps

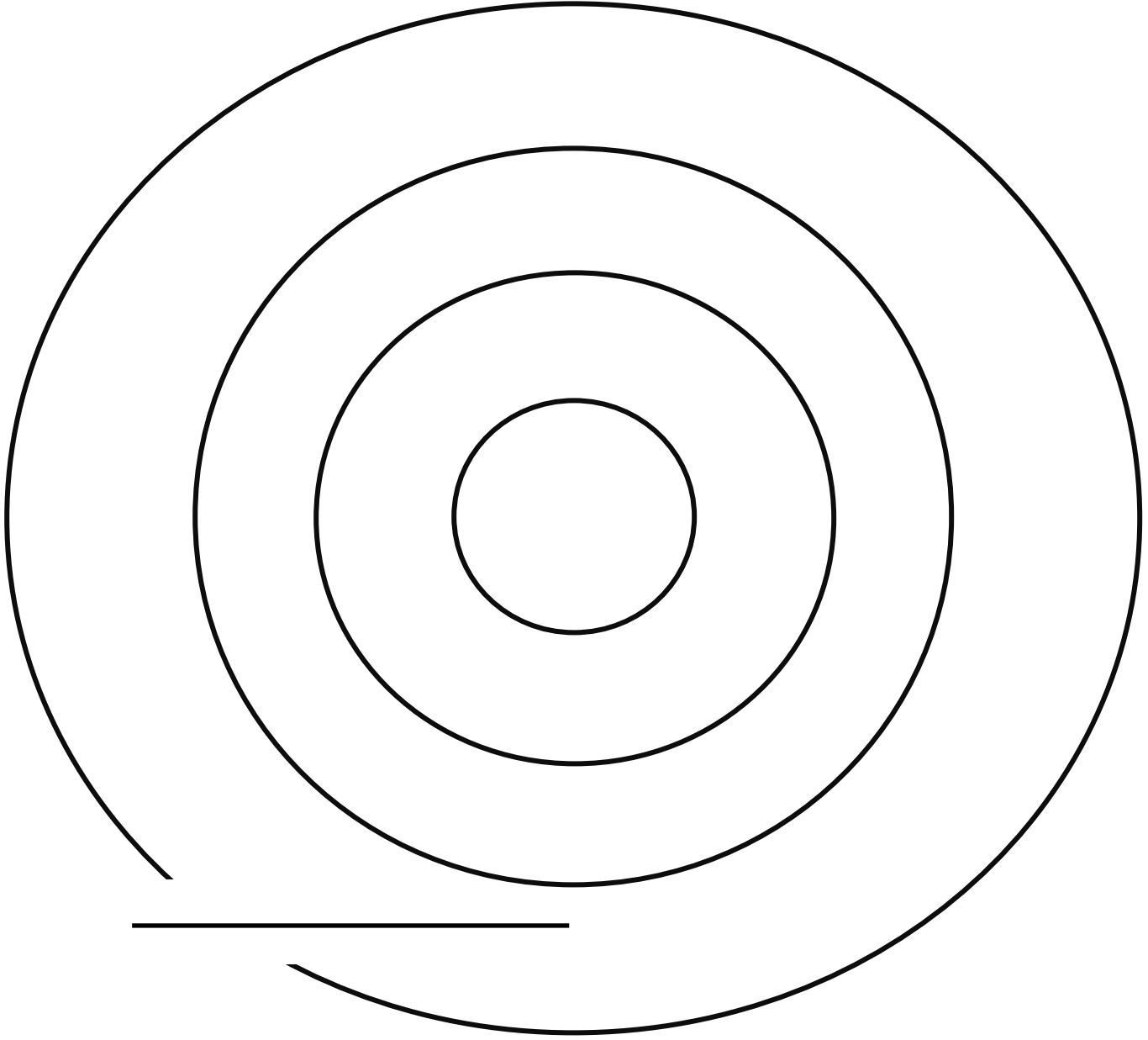
1. Define the problem
2. Include others
3. Describe the best possible outcome
4. List options
5. Weigh the pros and cons
6. Decide which option to take



Handout 1: My Target Goal

In four months

In the next year



Handout 2: My Plan of Action

<p>1) My Goal:</p>	<p>2) Is my goal SMART?</p> <ul style="list-style-type: none"><input type="checkbox"/> Specific (What will happen?)<input type="checkbox"/> Measurable (How much will happen?)<input type="checkbox"/> Achievable (Big but possible!)<input type="checkbox"/> Realistic (Important to me)<input type="checkbox"/> Time-bound (When will the goal be finished?)
<p>3) My Assets (Things I know and skills I have):</p>	<p>4) My Needs (Things to learn and skills to practice):</p>
<p>5) Steps to Take (Ways to learn and practice):</p>	<p>6) People Who Can Help:</p>
<p>7) Did I Reach My Goal? (I'll know I've been successful when ...)</p>	



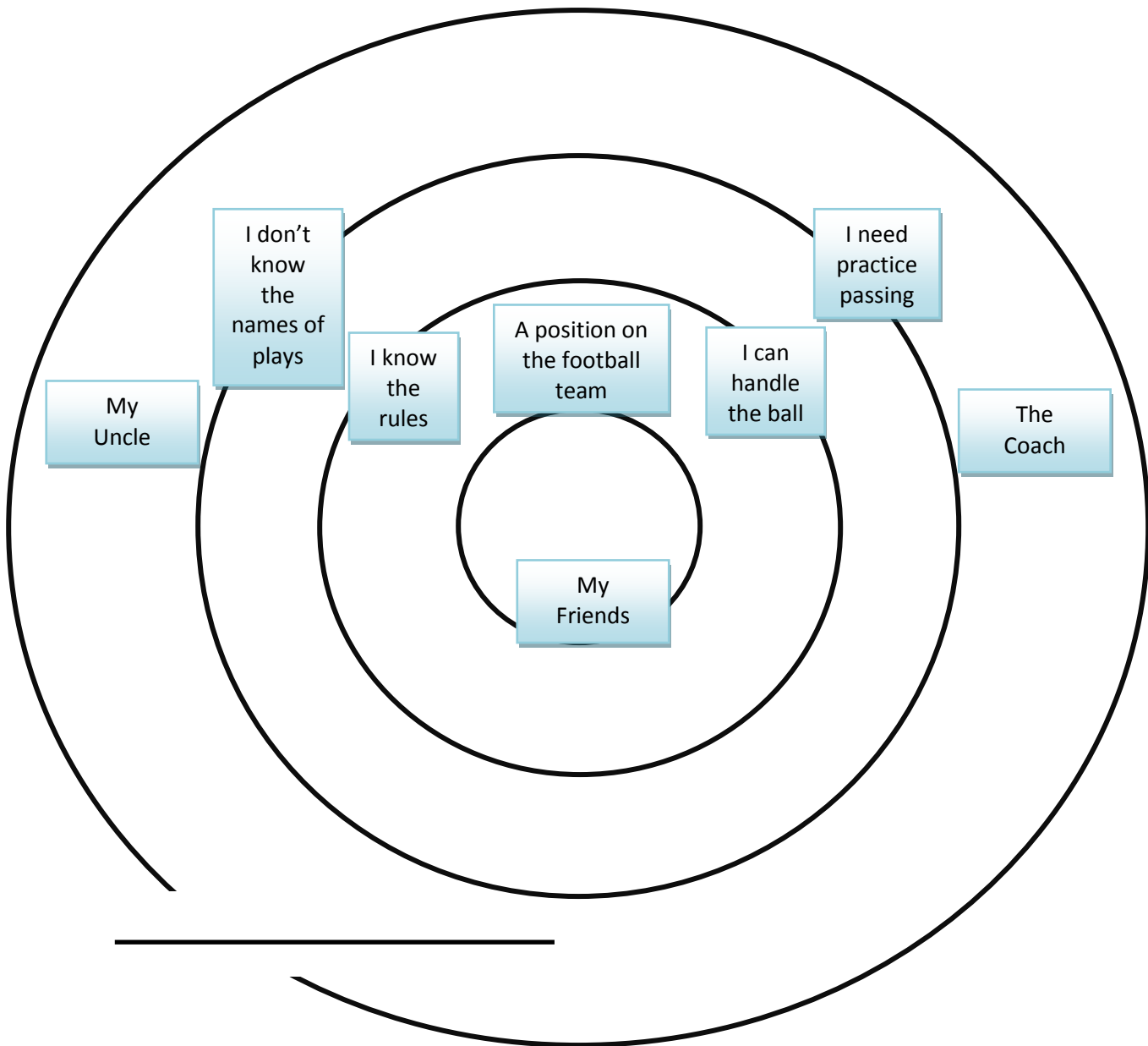
Trainer Material 1: Target Goal: Short-Term Example



In four months



In the next year



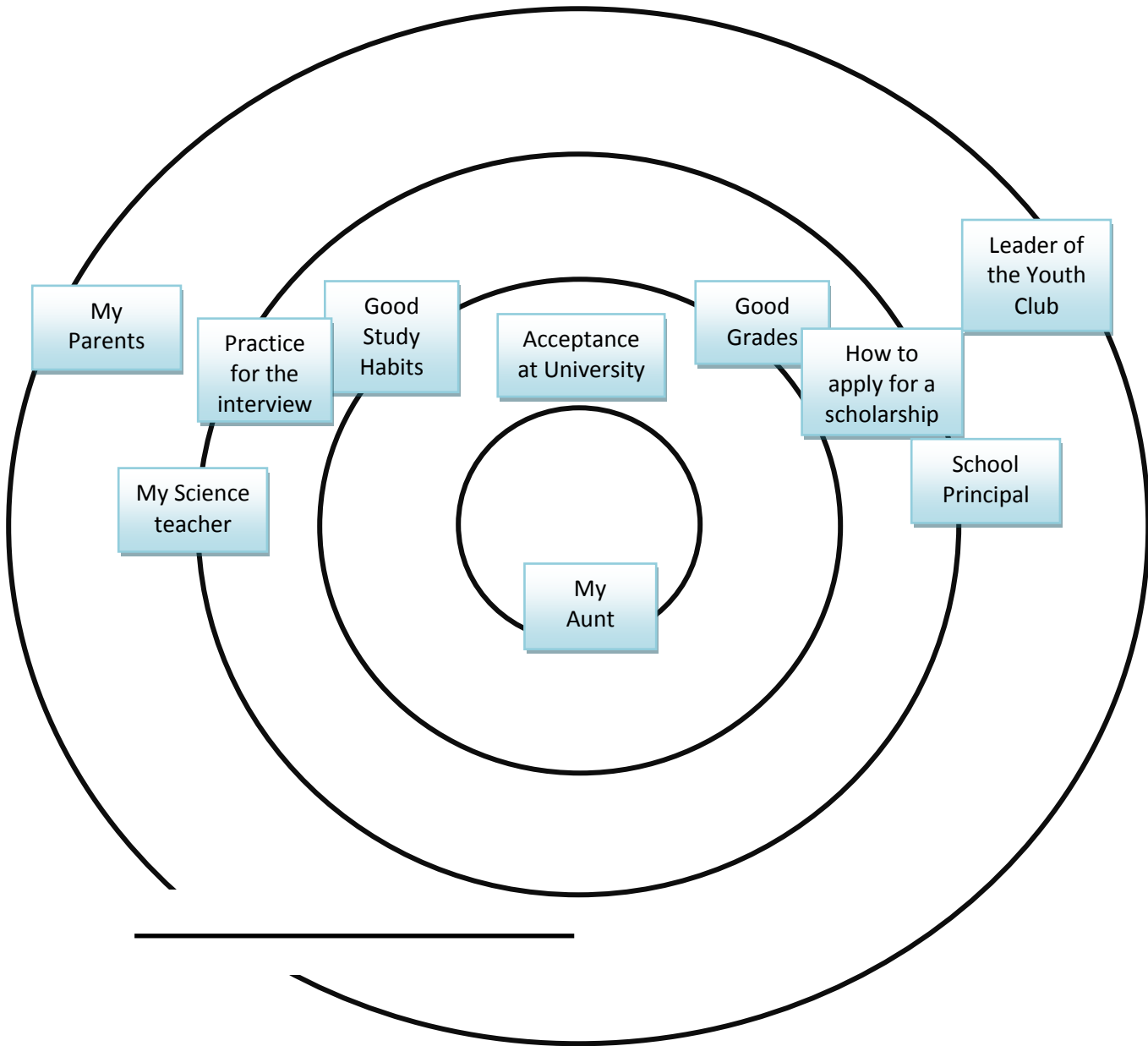
Trainer Material 2: Target Goal: Long-Term Example



In four months



In the next year



Trainer Material 3: My Plan of Action Example

<p>1) My Goal:</p> <p><i>I will be accepted to study agriculture at City University by September 1 of next year.</i></p>	<p>2) Is my goal SMART?</p> <p><input type="checkbox"/> Specific (What will happen?)</p> <p><input type="checkbox"/> Measurable (How much will happen?)</p> <p><input type="checkbox"/> Achievable (Big but possible!)</p> <p><input type="checkbox"/> Realistic (Important to me)</p> <p><input type="checkbox"/> Time-bound (When will the goal be finished?)</p>
<p>3) My Assets (Things I know and skills I have):</p> <p><i>Good grades</i></p> <p><i>Good study habits</i></p>	<p>4) My Needs (Things to learn and skills to practice):</p> <p><i>Practice for the interview</i></p> <p><i>How to apply for a scholarship</i></p>
<p>5) Steps to Take (Ways to learn and practice):</p> <p><i>Set a time to ask the principal about scholarships</i></p> <p><i>Ask my science teacher to practice the interview with me</i></p>	<p>6) People Who Can Help:</p> <p><i>My parents,</i></p> <p><i>Leader of the youth club</i></p> <p><i>My science teacher,</i></p> <p><i>School principal</i></p> <p><i>My friends</i></p>
<p>7) Did I Reach My Goal? (I'll know I've been successful when ...)</p> <p><i>I receive an acceptance letter from the University</i></p>	



Unit 3, Session 4: Setting Priorities, Managing Time

Training Manual:	Life Skills and Leadership: Unit 3, Session 4
Rationale:	Knowing how to set priorities and manage time help youth to use time constructively, an asset in youth development. Youth who are able to describe or display these skills are more likely to engage in positive, constructive behaviors and avoid negative, destructive behaviors.
Target Audience:	In-school and out-of-school youth who have completed at least primary education.
Facilitator Expertise:	Peace Corps Volunteers and local counterparts who have been trained in how to use and adapt the <i>Life Skills and Leadership Manual</i> .
Time:	120 minutes
Pre-requisites:	Unit 3, Session 3
Version:	Feb-2013



Session 4: Setting Priorities, Managing Time

Date:

Time: 120 minutes

Facilitator(s):

Facilitator preparation:

1. If you are doing a demonstration of the Motivation activity “Full to Overflowing,” prepare a liter bottle by cutting the spout off so you have an opening the same diameter as the bottle.
2. Experiment with the materials for “Full to Overflowing” so you can estimate the amount of rocks, sand, and water to have on hand.
3. Cut up small slips of paper for the daily activities and “need to, have to, want to” activity.
4. Prepare Flip chart 1: Stick Figure and Flip chart 2: Using Time Effectively.
5. Make signs that say “Agree” and “Disagree” and post at opposite ends of the learning space.
6. Study Trainer Material 1: Motivation Theory to understand the concepts to be discussed in the Application phase.

Materials:

- **Equipment**

1. Rocks about half the size of a fist
2. Dry, clean sand
3. Water
4. Liter-sized containers (3) for the demonstration in Motivation
5. Drinking-cup sized containers (4) for each group of participants for the Experiment in Motivation
6. Newspaper or plastic sheets to protect the learning space
7. Slips of paper or small cards
8. Pens or pencils
9. Signs that say “Agree” and “Disagree” posted at opposite ends of the learning space

- **Prepared flip charts**

Flip chart 1: Stick Figure (This was also used in Unit 2, Session 2)
Flip chart 2: Using Time Effectively

- **Handouts**

Handout 1: Need To, Have To, Want To
Handout 2: A Full Cup for Tomorrow

- **Trainer materials**

Trainer Material 1: Motivation Theory

Learning Objectives:

1. After a self-analysis of their own activities, participants will describe at least three things they do now that waste time.
2. After sorting a list of future activities into three categories, participants will identify at least three things they can do that will help them to use time more effectively and in a manner that helps them make progress on their action plans to achieve their goals.
3. After discussion and a categorization of future activities, participants will describe at least one strategy for being a motivated, self-directed learner.



Instructional Sequence

I. Motivation (15 minutes)

Materials:

- Rocks about half the size of a fist
- Dry, clean sand
- Water
- Liter-sized containers (3) if doing the demonstration
- Drinking-cup sized containers (4) for each group of participants if doing the experiment
- Newspaper or plastic sheets to protect the learning space

A. Full to Overflowing – Demonstration

Participants are able to describe a helpful analogy for thinking about how they use their time.

Note: This Motivation activity is described here as a demonstration that the facilitator would do while all the participants watch. If you have the supplies, space, and a little additional time, you can set this up so that participants do their own experimenting with the materials. Instructions for this alternative method are found below, beginning at **“C. Full to Overflowing – Experiment.”**

1. Before participants arrive, spread a table or the floor with protective paper or plastic sheets. Place on this surface a pile of rocks and an empty container. Behind you or off to the side, out of participants’ direct line of sight, place a container of sand and a container of water. Hold up the empty container and say:

“I have here an empty liter container. Watch closely and tell me when it is full.”

2. Put rocks in the container one at a time, stopping when participants tell you. Say:

“So now my container is full, right? But is it really? Watch!”

3. Bring out the liter container of sand. Slowly pour or scoop the sand into the container with the rocks. Gently shake and tap the container so the sand can sift down and around the rocks. You will probably be able to fit more than half of the container of sand into the container of rocks. When you have put as much sand in as possible, show it to the participants and ask:

“Ok, I added sand to the container that you told me was full. Is it full now?”

4. Bring out the liter container of water. Slowly pour it into the container of sand and rocks. Tap the sides so that the air bubbles out and the water seeps in. You can probably empty half or more of a liter of water into the rocks and sand. Then ask:

“Is the container full now?” (Pause for answers.) “Yes, now it’s full. But twice before you told me this container was full and each time I was able to put more sand or water into it. How do you explain this? (Possible answers: There was empty space around the bigger rocks. You shook and tapped the container to shift the contents so the smaller sand and water particles could get around the big rocks.)



“What if I wanted to fill the empty container with all these ingredients but I had started with water. What would have happened when I wanted to add sand and rocks? (Possible answers: The container was already full. The water would have spilled out. You would not have been able to add much sand or many rocks.)

“Suppose the empty container that I started with represented all the hours of the day from when you wake to when you go to sleep. What might the rocks, sand, and water represent? (Possible answers: The things I need to do during the day. All my daily responsibilities. The schoolwork and chores I need to do. The friends, family, and people I want to spend time with.)

“I like your answers and we can think about this in even more detail. Suppose the rocks represented the big, important, or long-range things you wanted to do, like saving money, getting a good education, or preparing for a better job. The sand might stand for the things you have to do every day, like chores at home, schoolwork, or taking care of younger brothers and sisters. Then the water might stand for the things you want and like to do, like meeting up with friends, playing sports, or going out dancing.

“If you fill your day with water – all the things you want and like to do – you won’t have room or time to do the things that you have to do or any of the long-range things for your future. Similarly, if you do the things you have to do, you’ll have some time left to fill in with things you want and like but you won’t make any progress doing things for your long-range future. But, if you begin with some of the big things, your long-range future, you can still do most of what you have to do, as well as some of the things you want and like.

B. Summary

Summarize by saying:

“It’s common to feel overwhelmed, with our time filled up just doing what has to be done. We don’t always have enough time to do things we really want and like. It’s also easy to put off doing the things that help us reach our long-range desires when we are so busy with other daily responsibilities. But if we can put a few big rocks in our container at the beginning, we can make a little progress toward our future goals while still keeping up with our daily responsibilities.

“Today we are going to learn about how to manage our time – how to fill our own container – by figuring out which of our responsibilities are rocks, which are sand, and which are water.”

C. Full to Overflowing – Experiment (an alternative to A and B above)

Participants are able to describe a helpful analogy for thinking about how they use their time.

Note: This Motivation activity is described here as an experiment that the participants can do either individually or in small teams of no more than four. Use this option if you have sufficient time and can protect the learning space with newspapers or plastic to collect spilled sand and water.

1. Before participants arrive, set up workstations at tables or on the floor for groups of two to four participants. Cover work areas with protective paper or plastic sheets. Place in each area one empty cup, one cup of rocks, one cup of sand, and one cup of water. Hold up the empty container and say:



“Each group has an empty cup and three other cups that are filled with rocks, sand, and water. With the other members of your group, I’d like you to figure out how to get the largest amount of rocks, sand, and water into the empty cup without spilling anything.”

2. Give participants a few minutes to solve the puzzle. Watch for interesting things people do that you can later point out as analogies for how we think about and use time. When teams are finished, give each about two minutes to show how much of each item they were able to put into their empty cup and to describe how they did it.

If it doesn’t come up in the participants’ description of their experiment, point out that the way to use the greatest amount of all ingredients is to start with rocks, fill in with sand, and slowly pour in water. Then lead a discussion with these questions:

- What if you wanted to fill the empty container with all these ingredients but your team had started with water. What would have happened when you wanted to add sand and rocks? (Possible answers: The container was already full. The water would have spilled out. You would not have been able to add much sand or many rocks.)
- Suppose the empty container that you started with represented all the hours of the day from when you wake to when you go to sleep. What might the rocks, sand, and water represent? (Possible answers: The things I need to do during the day. All my daily responsibilities. The schoolwork and chores I need to do. The friends, family, and people I want to spend time with.)
- Suppose the rocks represented the big, important, or long-range things you wanted to do, like saving money, getting a good education, or preparing for a better job. The sand might stand for the things you have to do every day, like chores at home, schoolwork, or taking care of younger brothers and sisters. Then the water might stand for the things you want and like to do, like meeting up with friends, playing sports, or going out dancing. What would this experiment then tell us about how to use our time? (Possible answers: We need to start with the big important things. We can often do more in the same amount of time than we first thought. If we don’t take time to do the most important things first, we won’t have time for them at all later on.)

D. Summary

Summarize by saying:

“If you fill your day with water – all the things you want and like to do – you won’t have room or time to do the things that you have to do or any of the long-range things for your future. Similarly, if you do the things you have to do, you’ll have some time left to fill in with things you want and like but you won’t make any progress doing things for your long-range future. But, if you begin with some of the big things, your long-range future, you can still do most of what you have to do, as well as some of the things you want and like.”

“It’s common to feel overwhelmed, with our time filled up just doing what has to be done. We don’t always have enough time to do things we really want and like. It’s also easy to put off doing the things that help us reach our long-range desires when we are so busy with other daily



responsibilities. But if we can put a few big rocks in our container at the beginning, we can make a little progress toward our future goals while still keeping up with our daily responsibilities.

“Today we are going to learn about how to manage our time – how to fill our own container – by figuring out which of our responsibilities are rocks, which are sand, and which are water.”

II. Information (30 minutes)

Materials:

- Slips of paper or small cards
- Pens or pencils
- Handout 1: Need To, Have To, Want To

A. Need To, Have To, Want To

Participants make a distinction between the things they must do and the things they would like to do.

1. Distribute slips of paper and pencils to participants. Say:

“I’d like for you to think for a few minutes about the things you do every day and how you spend your time. Think about from the time you awoke yesterday to right now, today. What are all the activities you have done? I’d like you to write each of your activities on a separate slip of paper.

“For example, what did you do right away when you woke up yesterday? Did you bathe? Dress? Eat? Did you go to school? What did you do after school? Did you do your homework? Did you do chores at home? List everything.

“What you write will probably be different from what others will write. You can use as much detail and as many papers as you wish.”

2. After three to five minutes, check in with people and ask for a few examples to show the variety of activities that participants have done. Encourage participants to fill out more slips if they are reminded of other activities they have done. People might not think to include some activities because “we all do them” so make a few suggestions of your own to help people recall as many details as they can. Then distribute Handout 1: Need To, Have To, Want To and say:

“Most of the things we do every day can probably fit into a few basic categories:

- *What we need to do because it will help us reach a goal in the future.*
- *What we have to do because our body has to have it or someone expects us to do it.*
- *What we want to do because we like it, it is fun, or it is enjoyable.*

“On the handout there are two examples for each heading. What other examples can you think of for each?”

Note: Be prepared for differences between cultures as far as choice is concerned. You may need to ask probing questions to learn about how much choice young people, girls, minorities, and others are allowed to have. Asking about the expectations that adults have for youth is one way to learn about the amount of choice and independence youth expect to have.



Pause for ideas from the group, then continue with instructions:

“I would like you to look at your slips of paper with yesterday’s activities and decide whether each activity is something you need to do (to reach a future goal), have to do (for our bodies or because someone expects us to do it), or want to do as I’ve just defined these terms. Make a pile of your papers under each heading.”

3. Let people work for a few minutes. Eventually people will likely point out that some activities fit under more than one heading. Acknowledge this (or bring it up yourself if no one else does) by saying:

“Notice that some activities may fit under two headings. You can decide where these activities fit best. For example, if you worked at your aunt’s vegetable stand, does that fit under ‘Have To’ because your mother told you to work there? Or does it fit under ‘Need To’ because it helps you build skills for working in the future? Another example: If you took care of your younger brother because you were told to but you also enjoyed spending time with him, maybe you would put that activity under the ‘Want To’ heading. (Take other examples from the participants.)

“So, in order to decide, think about what the activity means to you and why you did it.”

4. Give participants several more minutes to finish sorting their activities. Then ask each person to share one of her or his activities from each category. (People probably have at least one activity that fits under each heading. For example, everyone has come to this training – a Need To activity for their future!) Engage participants in discussion using the following questions:

Note: Among the discussion questions, those in **BOLD** are the most important.

- **Which heading has the largest number of your activities and which has the fewest? Why do you think that is?**
- **Which of the three types of activities would you like to be doing more of?**
- **Which activities prevented you from doing things you needed to do or had to do?**

Note: Answers to these three questions serve as an assessment of Learning Objective 1.

- What activities did you have difficulty sorting under just one heading?
- How did you decide where to put activities that could have fit under two headings? (For example, did you use your Head, Heart, Hands, or Hopes?)
- **Who are the people who support the activities you do? Who might approve or disapprove?**
- What activities do you still have trouble deciding about?
- How much difference does it make where an activity is placed in the end? (Possible answer: Where you placed an activity is not as important as knowing why you placed it where you did.)
- Think about the goals you set the last time we met. Why is it important to be able to connect your activities to these categories? (Possible answers: It’s helpful to know how you are spending your time. It’s helpful to see where you could do something differently. It shows whether you are making progress toward a goal.)



- Think about our opening activity. How much do you agree that “Need To” activities are like rocks, “Have To” activities are like sand, and “Want To” activities are like water?
- **Which activities might be considered a waste of time because they kept you from doing things you *need* to do or *have* to do?**
- **Thinking about all the things you did, which of your activities did you have the most choice about doing and which did you have the least choice about doing?**

Note: Expect a lot of differences between your cultural perspective on this last question and the perspective of the local culture in your country. Be prepared to ask further questions to learn more about how the amount of choice around one’s activities might be influenced by gender, age, relationship to authority, family affiliation, etc. in the host culture. Respectfully offer your own perspective as another option to consider, if appropriate. It’s also possible that someone could be in a better position to negotiate more choice in some situations if they have clear goals and can demonstrate their plans to achieve them.

Note: The last two questions of the discussion during “Need To, Have To, Want To” are an assessment of Learning Objective 1.

B. Summary

Summarize by saying:

“Each day you probably are able to make some choices about your activities. You can’t just do what you need to do or people who depend on you would be unhappy and you wouldn’t have much fun. You can’t just do what you want to do or your parents would be upset and you would not make progress toward your dream. But being clear about why you do all your daily activities is an important step in keeping your ‘container’ from overflowing!”

III. Practice (30 minutes)

Materials:

Pens or pencils

Flip chart 1: Stick Figure (This was also used in Unit 2, Session 3, “Decision Making”)

Flip chart 2: Using Time Effectively

Handout 2: A Full Cup for Tomorrow

A. Get Organized

Participants identify strategies to overcome common time-wasting activities.

1. Prepare participants to evaluate the activities they will be doing in the near future. Say:

“We’ve been talking about the activities that took your time over the past day. Now I would like you to look at the things you will be doing in the next day and consider which of them are activities you ‘Need to’ do, ‘Have to’ do, and ‘Want to’ do. With a little planning, you can make sure your ‘cup’ holds a few ‘rocks’ for the long term, the ‘sand’ you have to carry, and some ‘water’ so you feel like you are having fun.”



2. Distribute Handout 2: A Full Cup for Tomorrow and ask participants to focus only on the top half of the page. Ask them to write a list of all the things they will be doing until they go to sleep tomorrow night. Give them about 5 minutes to make a list of activities. Then say:

“When we talked about ‘Need to,’ ‘Have to,’ and ‘Want to’ activities, we noticed that there often are some choices we can make – even if they are small choices. I’d like you to look over the things you plan to do tomorrow and make some choices about them.

“You can refer to Flip chart 1 as a reminder. Remember that when we talked about making choices we learned that some of our decisions were made by using our Head (thinking and analyzing the choice logically). Other decisions we made using our Heart (relying upon our feelings and emotions). Sometimes we relied upon social relationships and interactions to make decisions, which we represented with our Hands. And in other situations, we were guided in our decision making by our Hopes (our dreams for the future).

“I’d like to encourage you to use your Head, Heart, Hands, and Hopes as you follow the directions on the bottom half of your handout. Please choose a partner and help each other to think critically and creatively about how to ‘fill your cup’ for tomorrow.

3. Give the partners about 10 minutes to work. Then have a discussion with the whole group:

Note: Among the discussion questions, those in **BOLD** are the most important.

- **What are some ways to use your time more effectively?**
- What are some of the activities you’ll do that might be a waste of time?
- What activities would you like to do more of?
- **What is a ‘Rock’ you will try to do?** (Possible answers: Attend the next session of this series of classes. Review my handouts from today’s class. Study for a test in school.)
- What are some activities you will have some choice about?
- How will you handle the activities you cannot control or don’t have a choice about?
- How did you use your Head, Heart, Hands, or Hopes to make choices about your activities?
- **What are some strategies you can use to make sure you have Rocks, Sand, and Water in your container but that it does not overflow?** (Possible answers: Do more of something positive. Do fewer things that waste time. Make sure at least one Rock is included during the day. Find the activities you can control and use your Head, Heart, Hands, and Hopes to choose when to do them or how much time to use doing them.)

Note: You can refer to Flip chart 2: Using Time Effectively and point out that these strategies are summarized on the bottom half of Handout 2: A Full Cup for Tomorrow.

Note: The final discussion question in “Get Organized” is an assessment of Learning Objective 2.



B. Summary

Conclude the exercise by saying:

“Each of us only has one cup to fill each day and we don’t have much choice about some of the activities we have to do. But for the activities we can decide about, we can use our best decision-making skills to be sure we have a good balance of ‘Rocks,’ ‘Sand,’ and ‘Water’ in our cup.”

IV. Application (30 minutes)

Materials:

- Trainer Material 1: Motivation Theory
- Handout 2: A Full Cup for Tomorrow

A. If I Asked You ...

Participants make the distinction between their internal and their external motivations for what they do.

1. Gather everyone to sit in a circle. Explain that there is a reason for everything we do. Say:

“We just talked about all the things we do and the reasons we do them. Sometimes the reason is for ourselves, like what we ‘Need to’ do and what we ‘Want to’ do. Other times the reason is because of what someone else wants or because it’s good for our health or safety – what we ‘Have to’ do.

“I’d like us to become clearer about whether our reason for doing an activity is because of someone or something outside of us or whether it’s because of something personal inside of us. When we can tell the difference, we can better use our Head, Heart, Hands, and Hopes to make choices and keep our cup filled with the right combination of ingredients.

“It’s not always easy to tell whether what we are doing is for inside or outside reasons. So let’s practice with a few examples. I will read several statements. If I say something you would do, please stand. Otherwise, please stay seated.”

2. Read the situations and questions below. Pause between each to allow participants to stand if they choose. Also ask a few volunteer participants each time to tell the reason they would do what you asked.

Note: Typically we talk about motivation in terms of rewards and punishments, which are referred to here as reasons “outside” of a person. Another type of motivation is internal, or referred to here as “personal.” We don’t always realize it, but our personal/internal motivations have a great deal of influence over our behavior. This type of motivation comes into play in several types of situations:

- a.) Relationships – We are more likely to do something to be part of a group (e.g., peer pressure)
- b.) Meaning – We are more likely to do something if it has meaning for us or is connected to a sense of purpose (e.g., achieving a goal)
- c.) Choices – We are more likely to do something when it is our own choice to do it (e.g., working on a hobby)
- d.) Ability – We are more likely to do something if we have the skill and confidence to do it (e.g., writing, solving math problems, playing a musical instrument)

The situations that follow are meant to illustrate the differences between outside motivations and these various personal/inside motivations. Participants do not need to know this much detail about motivation theory. The ability to recognize outside as opposed to personal influences upon the reasons for their choices is enough.

Note: Refer to Trainer Material 1: Motivation Theory for more information.



A.) *“Suppose you were going to take a math intelligence test.*

1. *If I told you that for every wrong answer you would have to pay me a dollar (or equivalent in local currency), would you take the test?*
2. *If I told you that for every correct answer you would be paid a dollar, would you take the test?*
3. *If I told you that by passing the test you would qualify for a university scholarship in a year, would you take the test?”*

Ask which of these choices were for reasons outside of oneself (1 is like a punishment; 2 is like a reward) and which were for personal reasons (3 relates to personal meaning and purpose).

B.) *“Suppose we were walking in the street and you found a wallet with money in it.*

1. *If I told you that witnesses saw you find it and might tell the police that you had it, would you keep it?*
2. *If I told you the owner would give you a handsome reward, would you keep it?*
3. *If I told you that it belonged to a poor person who really needs the money, would you keep it?”*

Ask which of these choices were for reasons outside of oneself (1 is the fear of getting caught; 2 is for a reward) and which were for personal reasons (3 is relates to personal meaning and purpose).

C.) *“Suppose you were going on a youth club field trip for two hours by bus.*

1. *If I told you that you must sit between two people you don't like, would you want to go?*
2. *If I told you that you could have an extra lunch if you sat between two people you don't like, would you want to go?*
3. *If I told you that you could sit anywhere you wanted and you would have a regular lunch, would you want to go?”*

Ask which of these choices were for reasons outside of oneself (1 might be considered a punishment if you had done something “wrong” or it may just be an unpleasant situation you want to avoid; 2 is a bribe, similar to a reward) and which were for personal reasons (3 relates to the ability to have some choice and control even in a difficult situation).

D.) *“Suppose you were going to make a public presentation in front of a group of strangers.*

1. *If I told you that you would have to juggle like a clown, would you do it?*
2. *If I told you that you would have to sing a song, would you do it?*
3. *If I told you that you would be able to tell them about any subject you wished, would you do it?”*

Ask which of these choices were for reasons outside of oneself and which were for personal reasons. (These all connect more closely to personal reasons. 1 and 2 relate to ability. You would do either of them if you had practiced and felt competent. 3 relates to ability but also to choice. You would be more willing to do it if you could choose to talk about something you knew well.)

E.) *“Suppose I asked you and your friends to plan a party.*

1. *If I told you where you could have it, when it would be, how much money to spend, who you could invite, and the theme of the party, would you want to plan it?*
2. *If I told you how much money you could spend and I let you make all the other decisions, would you want to plan it?”*



Ask whether people would be doing 1 or 2 for outside reasons or inside/personal reasons. (Both are connected most closely to inside reasons of choice and autonomy. 1 is not very motivating because most of the opportunity for choice – making decisions, planning, being creative – are controlled by someone else. 2 would usually be more motivating because many choices and decisions are controlled by the individual, not the person who “contracted” for the party.)

3. Follow up by asking discussion questions as appropriate from the following list. Say:

“Let’s talk about why you might do some of the things I asked in these situations.”

- Which were things you would do because of a reason outside yourself? (For possible answers and explanations, refer to the notes after each example, A-E)
- Which might be for your own personal reasons? (For possible answers and explanations, refer to the notes after each example, A-E)
- Why is it important to do some things for personal reasons? (Possible answers: I want to reach my goals. I want to have fun. It feels good. I enjoy it. I get what I want.)
- Why would you do something because someone else wanted it? (Possible answers: I would get paid. I want to avoid punishment. I want to avoid something painful, unpleasant, or dangerous. Because my father told me to.)

- What are some things you can do to be more **motivated and do more of the things that are important to you**? (Possible answers: I can choose whether or not to do something for inside/personal reasons. I can understand what the “reward” will be and decide whether to do the activity. I can choose when to put Rocks, Sand, or Water into my cup.)

4. Refer participants to Handout 2: A Full Cup for Tomorrow and say:

“Please look again at the list of things you will be doing tomorrow. Which of the things on your list will you be doing for outside reasons? Write the word ‘Outside’ next to those items.”

Pause while participants do this. Then say:

“Which of the things on your list for tomorrow will you be doing for inside reasons? Take a moment to write the word ‘Inside’ next to those items.”

5. When people have finished, ask a few volunteers to share an example of the activities they marked as outside or inside reasons. Help everyone feel safe and comfortable by stressing that the motivation for some activities may be difficult to classify as being strictly inside or outside. However, the goal is to help participants become more aware of these motivating influences in their daily lives.

B. Summary

Conclude the activity by saying:

“We do different activities for different reasons. Even the activities we have no choice about doing still have a reason for us, even if it is to avoid punishment. It’s also fine to do something for the reward it brings. Unfortunately, many of the things we do for personal reasons don’t have a reward right away. For these, the ‘payment’ doesn’t come until years later. So, we need to be clear about what that reward



is so we will want to keep doing it. When we understand why we are doing an activity, we gain a little bit of control over it. And with that control, we can begin to take small steps toward the goals that are important for us. We can make better choices about when to put Rocks, Sand, or Water in our cup.”

V. Assessment (15 minutes)

Materials:

Signs that say “Agree” and “Disagree” posted at opposite ends of the learning space
Flip chart 2: Using Time Effectively

A. Exit Poll

Participants review the strategies for being motivated to use their time wisely.

1. Post signs to designate one end of the learning space “Agree” and the opposite end “Disagree.” Say:

“Today we’ve been thinking about the things we do that we have choice about and the things we don’t have much choice about. And we’ve talked about how knowing your reasons for doing particular things helps you make decisions about how to spend your time.

“I’d like to find out what you’ve learned, how you might use it, and what you’d still like to know.

“I’ll make several statements. If you agree, please go to this side of the learning space. If you disagree, please go to the opposite side. If you don’t know, are not sure, or don’t feel strongly one way or the other, you can stand anywhere between ‘agree’ and ‘disagree’ that fits with what you think.”

2. Read the following statements one at a time, pausing to let people position themselves. Depending on where people stand, you may want to follow up with a few questions of your own to get clarity, provide missing information for participants, or invite people to share an example.
 - I think it’s important to take steps toward my goals on a regular basis.
 - I know the difference between activities “I Need” to do and activities “I Have” to do. (Possible information to review: activities for the future; activities for safety, survival, or because others want them done)
 - I know the difference between activities “I Have” to do and activities “I Want” to do. (Possible information to review: activities for safety, survival, or because others want them done; activities I like and choose for myself)
 - I can think of three things I often do that waste time.
 - I think it is important to manage my time by being organized.
 - I know two or three different ways to use my time more effectively. (Refer to Flip chart 2: Using Time Effectively for possible information to review: Do more of some things; Do less of some things; Do things for future goals regularly; Make choices about when and how to do the things that Have to be done)

Note: “Exit Poll” serves as an assessment of Learning Objectives 1, 2, and 3.



B. Summary

Conclude by saying:

“To move toward your goal, you will have to make sure your days do not get so filled with the things you have to do that there isn’t room for the things you must do. And you can’t just do what you want to do all the time or you would not fulfill your responsibilities to other people or to your future. Remember that you can do more of some things and less of others to manage your time. You can also put the Rocks in your container by planning to do them on a regular basis. And you can think about why you do some activities and make choices about when to do them and how much time to spend on them. This is how you can reach your goals over time.”

References:

For additional information about motivation theory ...

Self-Determination Theory: An Approach to Human Motivation and Personality. Edward Deci and Richard Ryan. <http://www.selfdeterminationtheory.org/> (accessed January 10, 2013).

Deci, Edward L. *Why We Do What We Do.* Penguin Books. New York. 1995. ISBN: 0 14 02.5526 5.

Pink, Daniel H. *Drive: The Surprising Truth About What Motivates Us.* Riverhead Books. New York. 2009. ISBN: 978-1-59448-884-9.

Facilitator Notes for Future Improvement

Date & Facilitator Name: [What went well? What would you do differently? Did you need more/less time for certain activities?]



Flip Chart 1: Stick Figure

1. Draw a large stick figure of a human. Exaggerate the parts below that you will label. Hope can be represented with angel or butterfly wings or a cloud bubble above the head to indicate dreams for the future.
2. Label the drawing:

Head (Logic)

Heart (Emotions)

Hands (Social)

Hope (Dreams, Goals)

In addition, you may use this table if you wish.

Head	Logic, Experience, Judgment
Heart	Emotions, How do I feel about it?
Hands	Social factors; Who else needs to be included?
Hope	Dreams, Goals, Expectations



Flip Chart 2: Using Time Effectively

Ways to Use Time Effectively

Do more of some things

Do less of some things

Do things for future goals regularly

Make choices (to the degree you can) about when and how to do the things that *Have* to be done



Handout 1: Need To, Have To, Want To

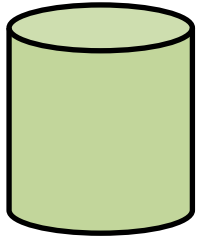
Think carefully about the things you have done in the last day or so. Put each activity under the heading that best describes why you do it. Some activities may fit under more than one heading but choose the one you think is the best.

Need To <i>The Rocks</i> Activities for my future or to reach my dream (studying for a test at school, learning a skill)	Have To <i>The Sand</i> Activities I'm told to do or must get done (eating, caring for my younger brother)	Want To <i>The Water</i> Activities that I like and choose for myself (spending time with friends, taking a nap)



Handout 2: A Full Cup for Tomorrow

How will you fill your cup over the next 24 hours? List all the activities that you think you will be doing during the next day, beginning at the end of this class and continuing until you go to bed tomorrow night.



My Activities

What will you do to make sure you fulfill your responsibilities and that your cup does not overflow?

Draw a star next to something positive or good that you would like to do more.

Put an "X" next to something that you could do less of because it is a waste of time.

Put an "R" next to at least one activity that is a Rock, an activity you "Need To" do for your future (If you don't have one, ask your partner to help you think of something to add.)

Put a "C" next to at least one activity that you have some choice about even if it is something you "Have To" do. (You can decide when to do it. You can choose whether to do it earlier or later. You can decide how much time to spend doing it.) Use your Head, Heart, Hands, and Hopes to help you decide!



Trainer Material 1: Motivation Theory

Typically we talk about motivation in terms of rewards and punishments, which are referred to in this session as reasons “outside” of a person. Another type of motivation is internal, or referred to here as “personal.” We don’t always realize it, but our personal/internal motivations have a great deal of influence over our behavior. This type of motivation comes into play in several types of situations:

- a.) Relationships – We are more likely to do something to be part of a group we value (e.g., peer pressure, family obligations, being on a sports team)
- b.) Meaning – We are more likely to do something if it has meaning for us or is connected to a sense of purpose (e.g., achieving a goal, following the advice of a teacher or religious leader, being consistent with ones values)
- c.) Choices – We are more likely to do something when it is our own choice to do it (e.g., working on a hobby; doing a school project you chose; choosing what music to listen to while doing something you “Have To” do)
- d.) Ability – We are more likely to do something if we have the skill and confidence to do it (e.g., writing, solving math problems, playing a musical instrument)

The situations used in the activity “If I Told You ...” in the Application phase are meant to illustrate the differences between outside motivations and these various personal/inside motivations. If these inside motivators are not present, we will be less motivated (e.g., having to relate to people we don’t like; not seeing a purpose in what we are asked to do; being told exactly what to do without a chance to make a choice within the constraints; not having the ability to do something well). Participants do not need to know this much detail about motivation theory. The ability to recognize outside as opposed to personal influences upon the reasons for their choices is enough.

A Word about Choice ...

In Western cultures, and especially American culture, choice is highly prized. Many people from other cultures do not understand why Americans offer children so many choices even when it is not a question of money or resources. Be aware that people in your host culture may not place the same importance on choice making that you do. But this is just one aspect of choice – being able to have what you want.

Another dimension of choice is *control*. When we speak about choice as a motivating force, what we are really talking about is autonomy, the ability to have some *control* over one’s situation. When someone is continuously telling you what to do, how to do it, and when to do it, you will probably lose interest or even become resentful. But if you can have some choice – even within a confining situation – your motivation will likely increase. For example, if you had to do a large amount of office filing or copying, you would probably be more motivated if you could choose whether to do it before or after lunch or if you could decide to spread the work over two days.

There are probably cultural variations in the degree to which people respond to choice and autonomy as a motivator. And this sort of variation would be true of all the personal motivators above.



To learn more about motivation, begin with one of these books:

Self-Determination Theory: An Approach to Human Motivation and Personality. Edward Deci and Richard Ryan. <http://www.selfdeterminationtheory.org/> (accessed January 10, 2013). This site promotes a theory of motivation that focuses on “our natural or intrinsic tendencies to behave in effective and healthy ways.” Resources and information are provided that help readers apply self-determination motivation theory to areas as diverse as education, sports and exercise, relationships, goals, organizations, and the environment.

Why We Do What We Do, by Edward L. Deci, Penguin Books, New York, 1995, ISBN: 0 14 02.5526 5. Deci talks about the difference between intrinsic and extrinsic motivation (referred to in this session as inside and outside motivation). He lists intrinsic motivators as autonomy, belonging, and competence, and he talks about how intrinsic motivation can be more powerful than extrinsic motivation. Deci describes the problems that can result when one only relies upon extrinsic motivators.

Drive: The Surprising Truth About What Motivates Us, by Daniel H. Pink, Riverhead Books, New York, 2009, ISBN: 978-1-59448-884-9. Pink applies Deci’s theory of self-motivation to the workplace, classroom, and home setting. He offers easily understood explanations and examples of both the problems of extrinsic motivation and the promises of intrinsic motivation. Pink also provides tips and suggestions, whether you wish to motivate others or yourself.



Contents

Unit 4, Session 1: What is a Leader?	1
Unit 4, Session 2: Team Leadership	17
Unit 4, Session 3: My Leadership Role (Optional)	33
Unit 4, Session 4: The Project Cycle	46
Unit 4, Session 5: Our Project	62
Unit 4, Session 6: Celebration and Reflection	80

Unit 4, Session 1: What is a Leader?

Training Manual:	Life Skills and Leadership: Unit 4, Session 1
Rationale:	Identifying and valuing leadership qualities are developmental assets. Youth who describe or display leadership qualities are more likely to engage in positive, constructive behaviors and avoid negative, destructive behaviors.
Target Audience:	In-school and out-of-school youth who have completed at least primary education.
Facilitator Expertise:	Peace Corps Volunteers and local counterparts who have been trained in how to use and adapt the <i>Life Skills and Leadership Manual</i> .
Time:	120 minutes
Pre-requisites:	Life Skills and Leadership Unit 3
Version:	Feb-2013



Session 1: What is a Leader?

Date:

Time: 120 minutes

Facilitator(s):

Facilitator preparation:

1. Make copies of Handout 1 and cut the quotations into strips so there are enough so each participant will have one quotation.
2. Make copies of Handout 2 and cut in half.
3. Practice the activity in Motivation with a few of your colleagues to see how it works. You can be a part of the group when the participants do it.

Note to facilitator: In this session, which helps participants define leadership, be sensitive to cultural differences in understandings of what a leader is. Many examples of leaders and many leadership quotations are from western cultures. Be sure to include as many examples from other cultures as possible. Ask the participants to give examples of good leadership from their culture and incorporate those concepts into the session.

Materials:

- **Equipment**
 1. Small pieces of paper or index cards – the size of a quarter of a sheet of paper (four for each participant)
 2. Pens or pencils
 3. Flip chart paper, markers or crayons
- **Prepared flip charts**

Flip chart 1: Instructions
Flip chart 2: Our Leaders
- **Handouts**

Handout 1: Leadership Quotations
Handout 2: Leading in Different Situations
- **Trainer materials**

Trainer Material 1: Situational Leadership Examples

Learning Objectives:

1. Using a group sharing activity, participants will identify at least three examples of leaders in their country or community, and list at least three qualities of good leaders.
2. After a small group discussion, participants will describe at least two leadership styles, and at least two advantages and disadvantages of each style.



Instructional Sequence

I. Motivation (10 minutes)

Materials:

(None)

A. Group Counting

Participants experiment with what it means to be both a leader and a follower.

1. Invite participants to form a circle facing each other. Say:

“I’d like to begin our time today with a simple game that I think you will find quite challenging. We are going to count to 20 as a group, with different people taking turns saying a number. Here are the rules:

- *“Only one person can be speaking at any point. If more than one person is speaks, we have to start over at ‘one.’*
- *You can say as many numbers as you wish as long as you don’t say two or more in a row. If the same person says two numbers in a row, we have to start over.*
- *You must take turns at random. We cannot just go around the circle, set up a system, or have someone signaling who should speak next.*
- *If we have to start over, someone should simply start again with ‘one.’*

“Ready? We can begin as soon as someone starts us off with ‘one.’”

Note: The facilitator should do this activity with the participants.

2. Let people play the game. Coach participants to remember the rules. The best way is to simply say “One” to let the group know they need to start over. Most groups take many attempts to finish this game. If your group is having a lot of trouble, ask them to pause and give suggestions of how they might improve. This might include having each person slow down, having people close their eyes, suggesting people listen closely, etc. If your group still has trouble, you can reduce their goal and have them count to 15 or even 10 if needed so they can be successful.

3. Ask people to sit in a circle to discuss what happened. Select questions from the following:

Note: Among the discussion questions, those in **BOLD** are the most important.

- **What made this game difficult?** (Possible responses: People wanted to go too fast. People didn’t take turns. People were impatient. Some people are pushy. Some people are timid.)
- **What helped us be successful?** (Possible responses: People slowed down. People looked around the group more actively. Some people did not say a number at all. Some people let others have a turn.)
- What interesting things did you notice happening?
- What would you do differently if you played the game again?



- **What relationship does this game have to leadership?** (Possible answers: Sometimes there is confusion about who the leader is or what that person should do. Individuals can lead by making a contribution at just the right time.)
- What did we do to help us play the game? (Possible answers: Being bold. Taking a risk. Waiting to let someone else have a turn.)
- **What are some important aspects of being a follower that came up in the game?** (Possible answers: There needs to be some followers. Not everyone can take a leadership role.)

B. Summary

Summarize by saying:

“In this game you can see that even without a formal leader we were able to eventually be successful. And we also saw that there are advantages to being a good follower. To win the game, we had to include everyone. Even if someone had never spoken, she or he would have made an important contribution by leaving ‘space’ for others to say a number at just the right time. Today we are going to learn more about leadership and ways we can be a leader, even if we do not have a formal role as a leader.”

II. Information (45 minutes)

Materials:

Handout 1: Leadership Quotations (cut into slips of paper with one quote on each)

Flip chart 1: Instructions

A. Leadership Quotes

Participants define the qualities of good leadership.

1. Invite participants to think about what it means to be a good leader. Say:

“One focus of this training series is to help you develop your leadership skills. So it’s important for you to have a clear picture of what a leader is. What would you say are qualities of a good leader?”

2. Get a few responses from participants. Then randomly distribute at least one leadership quotation from Handout 1 to each person. Say:

“There are many qualities of good leaders and there are many examples of great leaders. I’ve given each of you a slip of paper with a quote about leadership that was made by a famous leader. I would like you to stand and move about our learning space. Show your leadership quote to several different people and read the quotes that they have. If you find a quote you like better, you can trade. If you like your quote better, keep it but try to get opinions from other people about why it is particularly good.”

Note: If you are concerned that participants may not have the reading level required for this activity, here are some suggestions: Read each quote aloud before giving it to a participant. Have participants work with a partner so they can help each other with the reading. Read quotes aloud (perhaps in addition to having a written version on a flip chart) and ask participants to “vote with their feet” by moving to one area of the learning space if they like the quote and another area if they dislike the quote, then have a quick discussion about their voting.)



3. Arrange participants into groups of three to five and give each group flip chart paper and markers or crayons. Point to Flip chart 1: Instructions and say:

“In your small group, please do three things: 1) Make sure everyone shares their quotation; 2) Study all your quotations; and 3) Make a list of the qualities of a good leader. You will probably have to make some guesses, but use your quotations as a guide. For example, if you had a quote like this by Napoleon Bonaparte ‘A leader is a dealer in hope,’ you might say a leader should be hopeful or a leader should have a dream or a leader should tell people about her or his dream.

“Whatever qualities you come up with are fine. You can write your list or sketch pictures to make your list.”

4. After groups work for about 25 minutes, give each group a chance to share one item from its list while you take notes on a flip chart page for everyone to see. When every group has shared an item, give teams a second or third chance to share qualities until all the qualities are on one flip chart.

Note: Make sure that you save the flip chart of the qualities of a good leader for use later in Unit 4, Session 2, “What Would a Leader Do?” in the Application section, and for Unit 4, Session 3, “A Team Challenge” in the Information section.

Note: Step 4 of “Leadership Quotes” is a partial assessment of Learning Objective 1.

B. Summary

Summarize by saying:

“You can see that there are a lot of ways to think about leadership and there are also many qualities of good leaders. We will be talking more about these qualities next when we examine the work of some leaders you know.”

III. Practice (45 minutes)

Materials:

- Small pieces of paper or index cards – the size of a quarter of a sheet of paper (four for each participant)
- Pens or pencils
- Flip chart paper, markers or crayons
- Flip chart 2: Our Leaders

A. The Best Leaders

Participants identify examples of leaders who embody the qualities previously listed.

1. Distribute four small pieces of paper and pens or pencils to participants. Say:

“I’d like you to think about the people you know who you would consider good leaders. These can be people in your country (politicians, athletes, military personnel, social figures), community (mayor, business owners, nongovernmental organization professionals), school (principal, counselors, teachers, coaches, students), place of worship (cleric, lay leader, youth leader), or your family (parent, older sibling, aunt). Please try to think of four people and write their names on a slip of paper so you have



four papers each with one name on it. For each name you write, add a word or two about who they are, such as 'my older brother' or 'the leader of the youth club' in case others don't know the person. Write clearly because other people have to read your papers."

2. Collect the papers, shuffle them, and randomly distribute three to each person. Spread the remaining papers on a table or on a small area of the floor so people can see them. Say:

"I've given you three papers each with the name of a leader. Please look at them and put them in order, with the one you think is the best leader on top."

Note: In this activity, it is possible that a participant might get a paper with the name of a person they do not know. That is fine. They may also not think any of their papers have names of good leaders. That is fine, too. In either case, these participants will be ready for the next step, which is to see the papers other people have and trade for names of people they do think are good leaders.

3. Pause a moment for participants to sort their papers. Then say:

*"You may have the name of a leader that you wrote and you have other names that you did not write. Some may be names of leaders whom you do not know. Most likely, you have some that you think are good leaders and some you think are better leaders. I would like you to get papers with the names of three people who you think are **outstanding** leaders. When I give the signal, move about the learning space and look at the names of leaders that other people have. Trade your names for names of people you think are better leaders. Try to get three papers with leaders you really like.*

"You must make at least one trade – even if you like all your leaders already. If you can't find a paper you like to make a trade with another person, you can trade for one of the papers on the table (or floor).

4. Give a starting signal and allow several minutes for people to make their trades. Then say:

"In a minute, I'd like you to form a small group of three to six other people.

*"In your group, look at all the leaders you have and choose three that you can all agree are the best."
(Pause while groups are formed.)*

5. Distribute flip chart paper and markers or crayons. Show Flip chart 2: Our Leaders and say:

"For each of the three leaders you chose, I would like you to write her or his name, one thing she or he helped achieve as a leader, and her or his strongest leadership qualities. You can use the list of leadership qualities we made earlier or write different qualities you discover. Be prepared to share these ideas with the rest of the group."

6. Invite each group to describe one of its leaders and her or his leadership quality. Have groups continue sharing their leaders one at a time until each has given all of their leaders, or until you have about 7-10 minutes left for discussion.



7. Then choose discussion questions for the whole group, as appropriate, from the following:

Note: Among the discussion questions, those in **BOLD** are the most important.

- Which people are you surprised to see listed as leaders?
- **What common leadership qualities do you see among the leaders?**
- **What new leadership qualities should we add to our list?**
- Which leaders do you find most inspiring and why?
- If you could ask any of these leaders a question, what would you ask?

Note: The discussion questions in “The Best Leaders” Step 6 are a partial assessment of Learning Objective 1.

8. If you have time, you can ask participants to think silently for two minutes about the leadership qualities they personally have now and the qualities they would like to strengthen. Ask if one or two people would like to share what they identified.

B. Summary

Conclude the exercise by saying:

“It’s really important to identify the qualities of good leadership so we can learn to use those qualities in our own situations. Knowing examples of leaders and how they use their best leadership qualities can help us learn how to be more effective leaders ourselves. And when you find yourself with an opportunity to lead, you can ask yourself, ‘What would my favorite leader do?’”

IV. Application (20 minutes)

Materials:

Handout 2: Leading in Different Situations (cut in half so Group A gets the top half and Group B gets the bottom half)

A. Situational Leadership

Participants identify situations that call for different approaches to leadership.

1. Explain the situational nature of leadership. Say:

“We have talked about the qualities of leadership and you have identified some people who act on those qualities as leaders. Now I would like you to think about whether there are certain leadership qualities that work better in some situations than in others.”

2. Divide participants into two groups. Designate one-half of the participants as Group A and the other half as Group B. Give each group the appropriate half of Handout 2: Leading in Different Situations. Say:

“Each group has a quotation by a successful leader. They are very different, yet they both provide important advice for leaders. Will someone from each group to read their quote aloud?”



Note: Be prepared to explain what it means to “carry a big stick.” Answer any other clarifying questions about what the quotes mean.

“Each quote represents a different style or way of thinking about leadership. There is some truth to each of these statements, depending on what situation you are in.

“I would like your group to talk about the quote you have. What does the quote mean to you? When would it be an effective way to lead people? What is a situation in which you would want someone to lead you in this manner?”

“Then, I would like you to present a very short skit of only 2 or 3 minutes. Try to show a situation or time when the type of leadership in your quotation would be effective. You have about 8 minutes to discuss and plan, then you can act out your skit.”

3. Move between the groups while they work to answer questions and clarify the quotations or instructions. Give each group a chance to share its skits. Then lead a discussion using some of the following questions, as appropriate:

Note: Among the discussion questions, those in **BOLD** are the most important.

- **What are some other situations you would want a more direct leader as in the quote from Group A?** (Possible answers: When you need quick action, like in an emergency. When you tried negotiation or diplomacy and it didn’t work. When you know you are right. When you think other people might also use force.)
- **What are some other situations you would want a less direct leader as in the quote from Group B?** (Possible answers: When you need to include the ideas of many people. When you have time to discuss, plan, think, and get organized. When you need to meet the needs of a coalition, or big group of very different people with different needs.)
- **What are the disadvantages of each of these two types of leadership?** (Possible answers: The quote from Group A is a style that is forceful and tends to hurt people. The quote from Group B is a style that may not be forceful enough, especially in times of crisis.)
- Which of these quotes do you like the most and why?
- Think about the leaders we talked about earlier. Which of these quotes best fits each of those leaders?
- **What are some situations where you have used one of these types of leadership?**

Note: The discussion questions for “Situational Leadership” serve as an assessment of Learning Objective 2.

B. Summary

Conclude the activity by saying:

“Today we’ve had a chance to talk about the basics of being a leader. With our opening activity, we learned that there are times we can play a leadership role even when we do not have the title of leader. We chose our favorite quotes about leadership and identified the qualities of good leaders.

(Point to the flip chart generated by the group and highlight a few key qualities.)



“We then identified leaders we know and determined the leadership qualities they have. Finally, we talked about two different types of leadership and we learned that whether they are effective or not sometimes depends on the situation.

“Keep in mind that all the leaders we talked about began like you. They became effective leaders by learning from their experiences. They figured out how to use their skills differently in different situations. In our next session together, we’ll talk more about leadership and how leaders can best work with all the different people on a team.”

V. Assessment (0 minutes)

Materials:

(None)

The assessment has been integrated throughout the session and is noted within:

Objective 1: Identify three examples of leaders in their own country
Assessed in Practice, “The Best Leaders” Step 6, discussion questions.

Objective 1: List at least three qualities of good leaders
Assessed in Information, “Leadership Quotes” Step 4.

Objective 2: Describe at least two leadership styles and at least two advantages and two disadvantages of each
Assessed in Application, “Situational Leadership” Step 3, discussion questions.

References:

Resources for additional quotes about leadership:

Brainy Quote. <http://www.brainyquote.com/quotes/keywords/leadership.html> (accessed November 15, 2012)

LeadershipNow, M2 Communications. <http://www.leadershipnow.com/leadershipquotes.html> (accessed November 15, 2012)

Psychology Today, Sussex Publishers. <http://www.psychologytoday.com/blog/here-there-and-everywhere/201102/36-quotes-leadership> (accessed November 15, 2012)

Facilitator Notes for Future Improvement

Date & Facilitator Name: [What went well? What would you do differently? Did you need more/less time for certain activities?]



Flip Chart 1: Instructions

- 1) Make sure everyone shares their quotation.
- 2) Study all your quotations.
- 3) Make a list of the qualities of a good leader.



Flip Chart 2: Our Leaders

List for each of your leaders...

Name of Leader _____

Important Accomplishment

Leadership Qualities

Name of Leader _____

Important Accomplishment

Leadership Qualities

Name of Leader _____

Important Accomplishment

Leadership Qualities



Handout 1: Leadership Quotations

Cut the quotes apart into individual slips of paper, one for each participant. If you have more participants than quotes, make duplicate quotes. If you have more quotes than participants, be sure to include a mix of quotes from various cultures.

“Leadership is the art of getting someone else to do something you want done because he wants to do it.” — Dwight D. Eisenhower

“It is better to lead from behind and to put others in front, especially when you celebrate victory when nice things occur. You take the front line when there is danger. Then people will appreciate your leadership.” — Nelson Mandela

“I suppose leadership at one time meant muscles; but today it means getting along with people.” — Mahatma Gandhi

“You cannot be a leader and ask other people to follow you, unless you know how to follow, too.” — Sam Rayburn

“You don't lead by pointing and telling people some place to go. You lead by going to that place and making a case.” — Ken Kesey

“If your actions inspire others to dream more, learn more, do more and become more, you are a leader.” — John Quincy Adams

“Leadership should be born out of the understanding of the needs of those who would be affected by it.” — Marian Anderson

“A leader is one who knows the way, goes the way, and shows the way.” — John C. Maxwell



“A leader is best when people barely know he exists, when his work is done, his aim fulfilled, they will say: we did it ourselves.” — Lao Tzu

“Leadership and learning are indispensable to each other.” — John Fitzgerald Kennedy

“Nothing so conclusively proves a man’s ability to lead others as what he does from day to day to lead himself.” — Thomas J. Watson Sr.

“He that cannot obey, cannot command.” — Benjamin Franklin

“A leader is a dealer in hope.” — Napoleon Bonaparte

“Leadership does not always wear the harness of compromise.” — Woodrow Wilson

“For us in Jemez [Pueblo], we are *leaders among equals* ... at some point you are called and given certain responsibilities as a leader. People respect that. But, when your time is done, you are among equals again.” — Benny Shendo

“Leadership happens at every level of the organization and no one can shirk from this responsibility.” — Jerry Junkins

“Nothing is so potent as the silent influence of a good example.” — James Kent

“Cooperation with others. Perception, experience, tenacity. Know when to lead and when to follow.” — Deng Ming-Dao

“The leader is a teacher who succeeds without taking credit. And, because credit is not taken, credit is received.” — Lao Tzu

“If he works for you, you work for him.” — Japanese proverb

“The path to leadership is through service.” — Samoan proverb



Handout 2: Leadership in Different Situations

Note: Print several copies of this handout. Cut it in half so that Group A and Group B each have several copies of their half. It is not necessary for each participant to have her or his own copy.

Group A

Instructions:

Talk about the quotation below.

When would it be an effective way to lead people?

What is a situation in which you would want someone to lead you in this manner?

Present a short skit, only 2 to 3 minutes, that shows when this type of leadership would be effective.

You have 8 minutes to prepare.

“Speak softly and carry a big stick; you will go far.”

— Theodore Roosevelt, U.S. President

Group B

Instructions:

Talk about the quotation below.

When would it be an effective way to lead people?

What is a situation in which you would want someone to lead you in this manner?

Present a short skit, only 2 to 3 minutes, that shows when this type of leadership would be effective.

You have 8 minutes to prepare.

“He who has great power should use it lightly.”

— Seneca, Roman Philosopher



Unit 4, Session 2: Team Leadership

Training Manual:	Life Skills and Leadership: Unit 4, Session 2
Rationale:	Identifying and valuing leadership qualities among team members are developmental assets. Youth who describe or display leadership qualities are more likely to engage in positive, constructive behaviors and avoid negative, destructive behaviors.
Target Audience:	In-school and out-of-school youth who have completed at least primary education.
Facilitator Expertise:	Peace Corps Volunteers and local counterparts who have been trained in how to use and adapt the <i>Life Skills and Leadership Manual</i> .
Time:	105 minutes
Pre-requisites:	Unit 4, Session 1
Version:	Feb-2013



Session 2: Team Leadership		
Date:	Time: 105 minutes	Facilitator(s):
<p>Facilitator preparation:</p> <p>1. Prepare one puzzle for each group of four to six participants. Each puzzle should be made of 10 to 12 large pieces. This should be a very simple puzzle with enough pieces so each participant can have 1-3 pieces. Put the pieces for each puzzle in its own envelop or plastic bag. Remove 2-4 pieces from each puzzle and distribute them into the envelopes of other puzzles.</p> <p>Note: Be sure to collect Handout 1 from each participant after she or he has completed it so s/he can use it again in Session 3, “My Leadership Role.”</p> <p>Materials:</p> <ul style="list-style-type: none"> • Equipment <ol style="list-style-type: none"> 1. Puzzles, one for each group of four to six participants. You can purchase children’s puzzles that have extra large-sized pieces or cut apart pictures from a calendar, large format magazines, or a flip chart that you have drawn. If you are not an artist, draw some simple geometric shapes on a flip chart, add some color, and cut it into randomly shaped pieces. (See Trainer Material 2 for a sample.) Alternatively, take a large sheet of gift wrap paper and cut it into puzzle pieces. 2. Green- and red-colored cards, one of either color for each team (See section IV. Application) • Prepared flip charts <p>Flip chart 1: Leadership Actions</p> <p>Flip chart 2: Qualities of a Good Leader (from the material the group generated in the previous session “What is a Leader?” during the Information activity)</p> • Handouts <p>Handout 1: I am a Leader</p> • Trainer materials <p>Trainer Material 1: Situations: What Would a Leader Do?</p> <p>Trainer Material 2: Puzzle Sample</p> 		
<p>Learning Objectives:</p> <ol style="list-style-type: none"> 1. By solving a puzzle as a team, participants will identify at least one strength or advantage of working on a diverse team that reflects various perspectives, ideas, or members of different backgrounds. 2. After a self-reflective activity, participants will identify at least one quality of effective leadership and one team member role that they think they have or that they can develop. 3. Using common group situations, participants will identify at least one strategy to leverage their strengths and inspire others to reach a common goal. 		



Instructional Sequence

I. Motivation (10 minutes)

Materials:

(None)

A. What's Your Opinion?

Participants share their initial understanding of the roles of individuals in a team setting.

1. Introduce the topic for the day. Say:

“Last time we learned about the qualities of leaders and the ways they might use those qualities differently in various situations. You picked quotations by leaders that you liked and you talked about why you liked them. We also talked about times or situations when a leader might need to be more direct and tell people exactly what to do. And there are other times a leader would want to be less direct and just make suggestions about what people should do.

“Today we are going to learn more about leadership and also about how followers react to their leaders. I'd like to begin by gaining an understanding of the opinions you have already about leading and following. I will ask you several questions. If you agree, I'd like you to stand, raise your hand, and shout 'Yes!' Since I am asking you to share your opinion, there will not be any right or wrong answers. You may be the only one standing or sitting for a particular question and that's just fine. Whatever you think is right for you.

“Here's your first question: 'Are you ready to play this game?'”

2. Have everyone stand and say “Yes!” to generate enthusiasm and practice the type of response you'd like. Then make each of the following statements, pausing between each to give participants a chance to stand or remain seated.

Note: This activity is intended to motivate the participants and introduce some of the topics of the session. It is also designed to give you, the facilitator, a brief assessment of what participants already know about the roles that members of a group can play. Use it to gain insight about what to emphasize in the Information, Practice, and Application sections of the session.

- I am usually more comfortable with a leader who takes charge and is in control.
- If the leader doesn't know what to do, the group is doomed.
- If a group has a problem or is stuck, the members should wait quietly until the leader makes a suggestion.
- If you have a great idea you should tell people – whether you are the group leader or not.
- It's OK for someone who is not the leader to suggest that the group take a vote to make a decision.
- If you know how to do something that's good for the group, you should ask the leader before you do it.



Note: Any of these questions could inspire deeper discussion. You can discuss some of them now if you have plenty of time scheduled for this session. Some of the issues will also surface in the Information, Practice, and Application activities. Also, look for cultural differences in the understanding of the role of leaders and followers. Be sensitive and look for ways to affirm differences while also making a ‘space’ for participants to explore new ideas about being a leader and a team member.

For example, in some cultures, “followers” will not speak up until the “chief” or person of higher rank has spoken. Then it’s a challenge to know what the followers really think without causing the leader to “lose face.”

B. Summary

Summarize by saying:

“Thank you for sharing your opinions about leaders and followers. I can see that there are some differences in how we all think about these questions and I’m sure it will be important to keep sharing those different ideas as we continue with this session.”

II. Information (35 minutes)

Materials:

Prepared puzzle pieces in envelopes (See Facilitator Preparation)

A. A Puzzling Problem

Participants discover ways to influence a group project even if they are not the leader.

1. Divide participants into groups of four to six. Say:

“I would like you to take just a few seconds to decide upon a name for your team.”

2. Give people a few moments, then ask each team to shout its team name. Give each team an envelope with puzzle pieces. Say:

“I’ve given each team an envelope with puzzle pieces. Please write your team name on your envelope, then distribute the puzzle pieces as evenly as you can to all the members of your team. Make sure each person has at least one piece.

“Once each person individually receives her or his piece(s), they belong to that person. No one else may touch them at any time.

“You win when your team has all of its pieces in the right place. Ready? Begin!”

Note: It is important that you say the above underlined instructions exactly as they are written. If participants ask questions about what you mean, simply repeat the instructions.

3. Move among the teams and watch for interesting actions and behaviors that you can reference during the discussion that is to follow. Eventually, teams will realize that they are missing some pieces and that some members have pieces that they don’t need for their team’s puzzle. Give participants several opportunities to solve these problems. If people are confused about what to do, begin by restating the instructions: *“You win when your team has all of its pieces in the right place.”* If they need another hint, say, *“Everyone has all the pieces they need.”* If people are still having trouble, suggest that they visit other teams and see how they are doing.



4. When all the puzzles are complete, lead a congratulatory cheer for all the teams. Then facilitate a discussion, selecting questions from the following list:

Note: Among the discussion questions, those in **BOLD** are the most important.

- What was it like working to solve the puzzle with your team?
 - **What were you thinking and feeling at the beginning?**
 - **Did someone play a leadership role? If so, what did that person do?**
 - **What did other people do to help your team even if they were not the leader?**
 - Some people had puzzle pieces that were not needed by their team. If you were one of those people, what did you think when you realized this and how did you feel?
 - **At some point your team realized it could not finish its puzzle. What interesting things did people say or do at that point?**
 - **How did you eventually finish your puzzle?**
 - What helped your team work well together?
 - What made working in your team difficult?
 - If we were to do this activity again, what would you do differently?
 - If you could change one of the rules for the activity what would you change?
 - **How was working with your team like other times you have worked with a group or team?**
5. Suggest to the group that *we can think about different features of this game as representing or being a symbol for things that happen in other group or team situations. For example, your team put together the pieces of a puzzle. That could represent the way a team comes together to achieve a goal.*
- **With this in mind, what might the puzzle pieces represent? (Possible answers: The skills, abilities, knowledge, gifts, talents, etc. of individual members.)**
 - **In the game you could only touch or move your own piece(s). What might this represent? (Possible answers: Each person has the freedom to choose when to use or contribute her or his skills or knowledge. No one can force another to participate. Each person has something unique that only she or he can contribute to the group.)**
 - In the game, some people had pieces that didn't fit their group's puzzle. What might this represent? (Possible answers: Some people contribute more to a group than others [**and this is OK!**]. Some people have skills that are not needed for every group project.)
 - **In the game, some people had to look outside the group to use their pieces and each group had to get pieces from another group. What might this represent? (Possible answers: You may have to look beyond your group to find the resources and people you need. Just because your skills or knowledge are not needed by your group now does not mean another group may not need them later. We shouldn't be so tied to our own team that we overlook opportunities to work together with other teams.)**
 - What was the goal of your team? What were you supposed to do? (Possible answers: Finish our puzzle. Put all our pieces in their places.)
 - The actual instructions were *"You win when your team has all its pieces in the right place."* How does being reminded of this change your understanding of 'winning' in this activity?



- What was done to help you and your group become a team? (Possible answers: Choosing a name for our team. Writing our team name on our envelope. Shouting out our team name.)
- **What are the advantages of being a team? (Possible answers: It's more fun. You are part of something bigger – a bigger goal. You can use the best skills and knowledge of many different people.)**
- **What are the disadvantages of being a team? (Possible answers: You tend to compete with other teams – even when it may not be helpful. You may not look outside your team for resources or help. Sometimes it might take longer to do the task.)**
- **What are the advantages of working on a team that has a lot of different people who have different knowledge and skills? (Possible answers: You can do more. Like having more puzzle pieces, you have more ideas.)**

Note: The last three discussion questions of “A Puzzling Problem” are an assessment of Learning Objective 1.

B. Summary

Summarize by saying:

“This activity was an example of how individuals in a group can play important roles even if they do not have the title of ‘leader.’ Each of you had your own puzzle piece(s) that only you could use. This is like the specific skills and abilities that you have as an individual. No one can use them for you; you have to use them yourself. Other people don’t always know what skills you have to offer. You know yourself what you can contribute so you also know best when to make your contribution.

“Good leaders can do a lot but they cannot do everything. They need followers who are smart enough, or comfortable enough, to know when and how to use their skills and talents for the group.”

III. Practice (20 minutes)

Materials:

- Flip chart 1: Leadership Actions
- Flip chart, markers or crayons
- Handout 1: I am a Leader

A. Remember When

Participants identify their own leadership qualities and team membership roles.

9. Show Flip chart 1: Leadership Actions and say:

“In the last activity, a leader may have stepped forward to help your team. In other teams this may not have happened. Either way, we talked about how your group was able to be successful. In that discussion, you identified some of the things that people did that helped your team to be successful. I have many of those things listed on this flip chart. Are there any I have forgotten?”

(Pause to let people make additions to the list.)



“I’d like you to talk with other members of your team about putting your puzzle pieces together. Consider each of the leadership actions in lines 1 through 8 and try to think of specific examples of when someone on your team took that action. For example, think through what happened and come up with a moment when someone had a good idea or when someone made a suggestion or when a decision was made. Identify who did those things. Try to find a leadership action for each member of your group.”

10. While the teams are working, move around the learning space, listening to the conversations. Be prepared to coach teams to include all their members and identify a leadership action for each of them. If they cannot identify a leadership action for someone, find out what that person did do and connect it with an action. For example, if someone only put her or his puzzle piece down, that could be “Making a suggestion” or perhaps an action can be added to the list, such as “Making a contribution.” If someone did not speak much, maybe her or his leadership action was “Listening to others” or “Asking someone to repeat or clarify their comment.”

3. Distribute Handout 1: I am a Leader and ask each participant to put her or his name on it. Say:

“Here is a list you can use to keep track of the leadership actions you know how to use. Think individually about the leadership actions you took in the puzzle activity. Write a three- or four-word example in the middle column for those actions you used. Also, think about other team or group situations you have been in. Identify the leadership actions you used in those situations too. Remember, these are actions you could have taken whether you were the leader or a group member.

“When you are finished, think about which actions you would like to learn to do more often. Try to pick at least one that you would like to do better. It can even be something you have already shown you can do. Mark an ‘X’ in the right column for at least one action.”

4. After participants have finished Handout 1, choose discussion questions for the whole group, as appropriate, from the following:

Note: Among the discussion questions, those in **BOLD** are the most important.

- What is a leadership action we have talked about that you hadn’t thought of before?
- What is a scenario where you used one of the actions but didn’t realize you were being a leader?
- **How much do you agree that someone can have the influence of a leader even if they do not have the title of leader?**
- **What is a time in the near future that you might be able to try one of the leadership actions that you’d like to do more?**
- Which of your leadership actions are you most happy about or proud of?

Note: You may choose to have participants talk about the last question with a partner or in groups of three.

Note: Be sure to collect Handout 1 from each participant after they have completed it so they can use it again in Session 3, “My Leadership Role.”

Note: Completion of Handout 1: I am a Leader and the discussion questions in “Remember When” are an assessment of Learning Objective 2.



B. Summary

Conclude the exercise by saying:

“From our discussion it’s clear that each of you have taken action as a leader in situations where you were not the ‘official’ leader. It’s important to realize that, by paying attention to what the group needs to do, you can help lead by taking the right action at just the right time.”

IV. Application (30 minutes)

Materials:

Trainer Material 1: Situations: What Would a Leader Do?

Flip chart 2: Qualities of a Good Leader (This is the chart the group generated in the previous session—“What is a Leader?”—during the Information activity.)

Green- and red-colored cards (one of either color for each team)

A. What Would a Leader Do?

Participants identify leadership actions to resolve common group problems.

1. Explain the activity. Say:

“You’ve learned about the actions a leader can take to keep a group or team on track and you’ve seen how other team members can use those actions to move the group along, even if they are not the designated leader. You have also learned which leadership actions you are most comfortable using and which you’d like to improve for yourself. Next, I’d like you to think about how you would use the leadership actions in different situations.”

2. Divide participants into groups of three to five that are different from earlier teams. Adjust the number of people in each group so you have an even number of groups. Give either a green- or a red-colored card to each group. Say:

“I’m going to describe a number of situations that could happen in a group or team. I’ll give you a couple minutes to talk with your team members and decide what leadership action you would take. You’ll need to keep in mind the qualities of good leaders that we talked about in our last session ‘What is a Leader?’ that are posted here. Here is the first situation:

3. Read the first situation from Trainer Material 1: Situations: What Would a Leader Do? Say:

“You are a member of a team. Suppose your team has been asked to help address a specific concern at your school but the team is having difficulty agreeing on what its focus should be. What might a leader say to share a vision, goal, or idea about the issue?”

“A more direct response from a leader might be, ‘We are talking about a lot of different issues here. I think we should get back to the original purpose of our meeting.’”



“A less direct response might be, ‘I’m hearing a lot of different issues and ideas. Which do all of you think is the most important issue for us to focus on right now?’”

4. Make sure participants understand the difference between these two responses. Then say:

“I’ll read another situation. If your group has a red card, I’d like you to think of a response that a more direct leader might make. If your group has a green card, I’d like you to think of a response that a less direct leader might make. Ready?”

5. Read another situation from Trainer Material 1 and give participants about 2 minutes, then ask at least one red group and at least one green group to share their responses.
6. Repeat steps 4 and 5 for each of the remaining examples in Trainer Material 1. Be sure to alternate to make sure that both red and green teams have a chance to give responses for more direct and less direct leaders. Also, make sure all groups have a chance to share their responses with the whole group at least once.

Note: If you notice that participants are having great difficulty making statements that are strictly more direct or less direct, de-emphasize this aspect of the activity. Focus instead on having participants make a reasonable leadership response. This may be enough for some groups.

7. Ask discussion questions from the following list to help participants summarize their learning:

Note: Among the discussion questions, those in **BOLD** are the most important.

- Which situations do you think were the most difficult or challenging?
- Which situations do you think were most common or the most similar to what you’ve experienced?
- Which situations are ones that, in the past, you might have expected the designated leader to handle?
- **What new ideas about being a leader has this activity brought up for you?**
- **What might you do differently the next time you are a member in a group or team?**
- **What might you do differently the next time you are the formal leader of a group?**
- **How did your team make its decisions in this activity? Were there any times someone used a leadership action to keep your team moving?**

B. Summary

Conclude the activity by saying:

“You can see from these examples that there is not just one way to solve the challenges that can come up for a group or team. In fact, your team may have had difficulty coming to an agreement for your answer! And because of differences in your personalities, different people could be equally effective even if they used different leadership actions. As a member of a group, you can be alert to what is going on and decide how direct you want to be if you determine that a leadership action should be taken. The important thing is to know the actions you can take to lead a group and to use the ones that are your strengths.”



V. Assessment (10 minutes)

Materials:

(None)

A. Tell Me More

Participants review and reinforce what they have learned about leader and participant roles in a group setting.

1. Ask participants to take Handout 1 with them as you divide the group into two. Say:

“Stand next to anyone you wish. (The facilitator can participate if there is an odd number of people.) Now, imagine I have one yellow flower and one red flower. You may have one and your partner may have the other. Right now, decide who will have the yellow flower, and who will have the red flower. (Pause for a moment to make decisions.)

“I would like those who chose the yellow flower to form a circle and face the center. And I would like the people who chose the red flower to form a circle in the center of the ‘yellows,’ facing out to their partners.

(You will end up with two concentric rings with partners facing one another.)

*“With your partner, I would like you to **share one or two reasons it is important to have people in your group who have different backgrounds and different ideas.** I’ll give you about 2 minutes for both you and your partner to share. Go!”*

2. After 2 to 3 minutes, interrupt the participants. Say:

*“I would like the people in the inside circle to shift to your right three people so you have a new partner. With this new person, I’d like each of you to **talk about what leadership actions you could take if you wanted to inspire other people in a group.** Be a good listener to your partner and be ready to offer suggestions about inspiring other people. Go!”*

3. After 2 to 3 minutes, interrupt the participants. Say:

“Now I would like the people in the outside circle to shift to your right four people so you have a new partner.”

Note: With a small group, choose an appropriate number to shift around so people are certain to have a partner whom they have not had before.

*“With your new partner, **talk about the leadership actions from Handout 1: I am a Leader that you would like to do more of.** Listen to your partner for ideas she or he might have for you to practice those leadership actions. Begin!”*

4. After 2 to 3 minutes, stop the activity.

Note: The activity “Tell Me More” serves as an assessment of Learning Objectives 1, 2, and 3.



B. Summary

Conclude by saying:

“Today we learned about the actions a leader can take to help a group be successful. We could see that many of these actions can be done by anyone in the group when they see it would be helpful for the team. And we learned that you can use the leadership activities in slightly different ways depending on whether you want to be more or less direct in your leadership.”

“I would like you to look for examples of these different leadership actions at home, in school, on sports teams, and other places. Next time we meet I’ll ask you to share some examples.”

“Before you leave, please give me your Handout 1.”

References:

(None)

Facilitator Notes for Future Improvement

Date & Facilitator Name: [What went well? What would you do differently? Did you need more/less time for certain activities?]



Flip Chart 1: Leadership Actions

1. Sharing a vision, a goal, or a plan
2. Inspiring and encouraging others
3. Offering ideas
4. Making suggestions
5. Helping make decisions
6. Listening to others
7. Helping others speak and share their ideas
8. Summarizing ideas, decisions, and plans



Handout 1: I am a Leader

Which leadership actions have you taken in the past? Write an example in the middle column.
Which leadership actions would you like to learn to do more? Write an "X" in the right column.

Put your name here: _____

Leadership Actions	I Can Do It!	I Want to Do It More!
Sharing a vision, a goal, or a plan		
Inspiring and encouraging others		
Offering ideas		
Making suggestions		
Helping make decisions		
Listening to others		
Helping others speak and share their ideas		
Summarizing ideas, decisions, and plans		



Trainer Material 1: Situations: What Would a Leader Do?

Read each situation and the possible action. Designate one group (or more) to decide upon a leadership action that is more direct. Designate one other group (or more) to decide upon a leadership action that is less direct. Make sure all groups have an opportunity to choose leadership actions from leadership perspectives that are both more direct and less direct.

Note: You may share the Group Situations in any order. There are many possible answers for both direct and less direct actions. Most important is the reasoning behind participants' answers. Besides individual preferences for direct or indirect leadership responses, there are also cultural preferences. Find out what is preferred in your host culture.

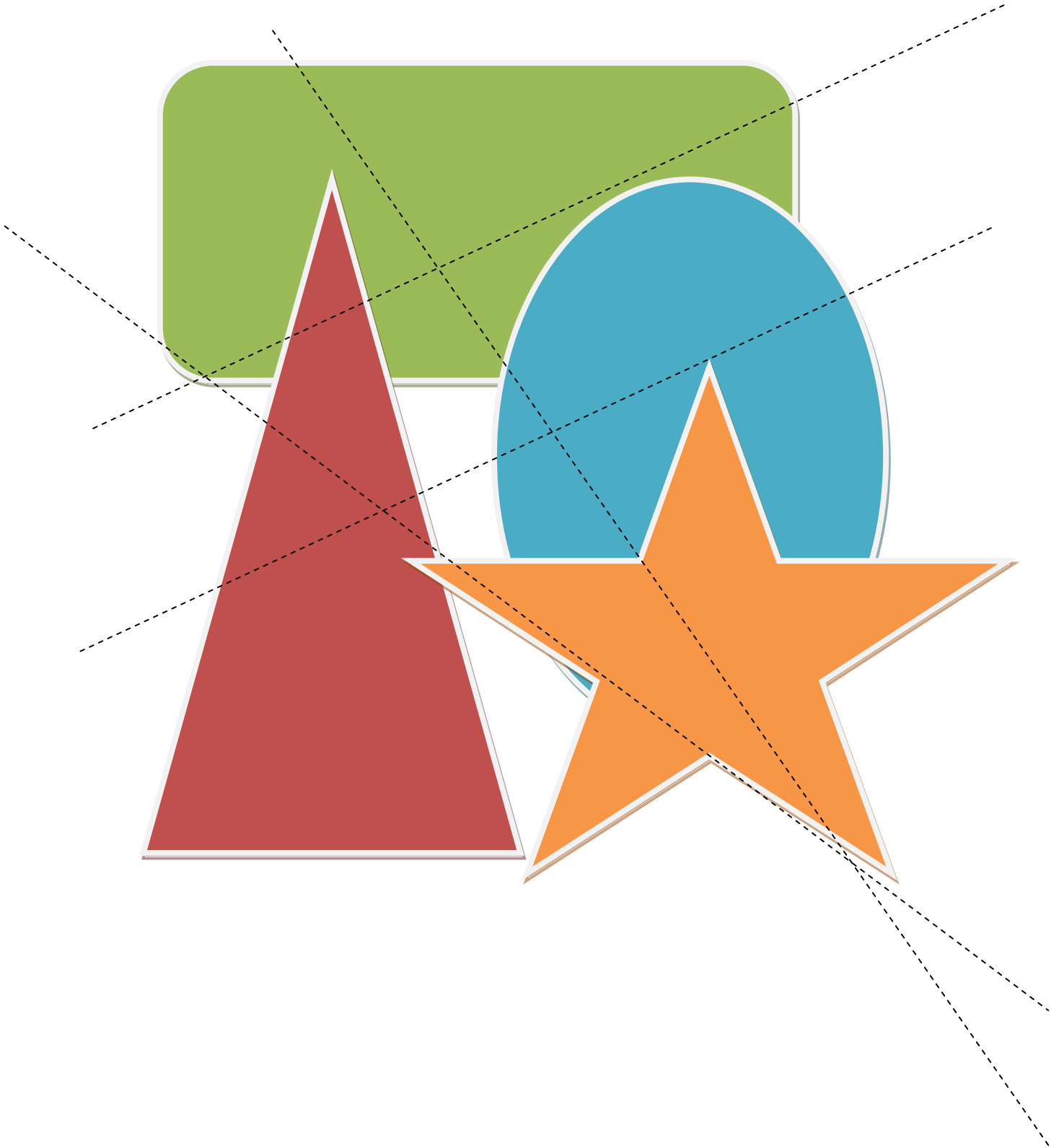
Group Situations	What might a leader say to ...	More Direct	Less Direct
Suppose your team has been asked to help address a specific concern at your school but the team is having difficulty agreeing on what its focus should be.	Share a vision, goal, or idea about the issue	"We are talking about a lot of different issues here. I think we should get back to the original purpose of our meeting, which is ..."	"I'm hearing a lot of different issues and ideas. What do all of you think is the most important issue for us to focus on right now?"
The group has been working for more than an hour to solve a problem and people are getting tired.	Inspire and encourage others	"This is really important work we've been doing and we're almost finished. Let's all give it a bit more effort to end with success."	"I'm really glad we've been talking about this problem because it is so important for our success – and we've almost got it figured out!"
The group is planning a party.	Offer ideas	"Let's ask Louisa to bake the cake and be in charge of the food."	"What do you think about asking Louisa to bake the cake and be in charge of the food?"
Group members are becoming angry as they argue about the best solution for a problem.	Make suggestions	"Let's take a break for 10 minutes so everyone can relax and refocus."	"Should we take a break for a few minutes or should we stop the meeting now and continue the discussion next time?"
People are talking about two sides of an issue but no new information or ideas have been brought up for a while.	Help make decisions	"I think we've heard all about the issue from both sides. Are you ready to vote?"	"We've shared a lot about the issue. I suggest each person have a chance to say one more thing if they wish, then we should vote."



Group Situations	What might a leader say to ...	More Direct	Less Direct
In an excited discussion, several people have been speaking at the same time.	Listen to others	“Let’s have one person talk at a time so we can hear what everyone has to say.”	“I wonder whether other people are having the same trouble hearing more than one person at a time, like I am.”
You notice that even though the discussion has been very lively and exciting, some people have not said anything at all.	Help others speak and share their ideas	“Many of us have had a chance to speak on this issue but we have not heard what Sam thinks. Sam do you want to add anything?”	“Many people have shared their views but several have stayed quiet. I wonder if anyone who has not spoken would like to say something now.”
The time for the meeting is just about over. Several decisions have been made and many ideas have been shared.	Summarize ideas, decisions, and plans	“So if I could summarize what we’ve decided, I’d say -...”	“It’s just about time to end our meeting. Can someone summarize what we’ve decided to do?”



Trainer Material 2: Puzzle Sample



Unit 4, Session 3: My Leadership Role (Optional)

Training Manual:	Life Skills and Leadership: Unit 4, Session 3
Rationale:	Identifying and applying leadership skills in a team setting are elements of a positive identity and assets in youth development. Youth who describe or display leadership qualities are more likely to engage in positive, constructive behaviors and avoid negative, destructive behaviors.
Target Audience:	In-school and out-of-school youth who have completed at least primary education.
Facilitator Expertise:	Peace Corps Volunteers and local counterparts who have been trained in how to use and adapt the <i>Life Skills and Leadership Manual</i> .
Time:	90 minutes
Pre-requisites:	Unit 4, Session 2
Version:	Feb-2013



Session 3: My Leadership Role (Optional)		
Date:	Time: 90 minutes	Facilitator(s):
<p>Facilitator preparation:</p> <ol style="list-style-type: none"> 1. Gather the materials for the tasks of the green and yellow teams. 2. Be prepared to show the flip chart “Leadership Qualities” that was generated during the discussion with participants during the Information section of Unit 4, Session 1, “What is a Leader?” 3. Bring the participants’ copies of Handout 1: I am a Leader (completed in the Practice phase of Unit 4, Session 2). <p>Note: This session builds on Session 2 by providing additional opportunities for participants to practice a different group leadership role, choosing from among those roles identified in that session. If you think that time is short, it would be OK to skip this session and proceed directly to Session 4. It may be enough for participants to understand that there are various team roles that they can choose in the future.</p> <p>Materials:</p> <ul style="list-style-type: none"> • Equipment <ol style="list-style-type: none"> 1. Index cards or small papers (about 150-200 for each green team and the same amount for each yellow team) 2. Tape (may be substituted by paper clips) • Prepared flip charts <ul style="list-style-type: none"> Flip chart 1: Leadership Actions Flip chart 2: Leadership Qualities (This flip chart was generated during the discussion with participants during the Information section of Unit 4, Session 1, “What is a Leader?”) Flip chart 3: Teamwork Questions • Handouts <ul style="list-style-type: none"> Handout 1: Leadership Actions Practice (This is a variation of Handout 1: I am a Leader from Unit 4, Session 2) (Participants’ copies of Handout 1: I Am a Leader that they completed in Unit 4, Session 2) • Trainer materials <ul style="list-style-type: none"> (None) 		
<p>Learning Objectives:</p> <ol style="list-style-type: none"> 1. Working as a team, participants will practice at least one different leadership role than what they normally do. 2. Working as a team, participants will demonstrate at least two skills learned from previous sessions. 		



Instructional Sequence

I. Motivation (5 minutes)

Materials:

(None)

A. Crossed and Uncrossed

Participants are introduced to the concept that doing something differently may be uncomfortable until the new behavior is learned and fully assimilated.

1. Introduce the activity. Say:

“Please sit comfortably. Fold your hands together with your fingers interlaced so the fingers of one hand alternate with the fingers of the other hand. Rest them on your lap.

“Now look at your hands and notice which thumb is on top. Switch your fingers so the other thumb is on top and the rest of your fingers are still alternating. How does this feel differently than the first time you did it?”

Note: You can also ask people to cross their arms in front of their chest and note which hand is on top, then switch. Similarly, people can cross their legs or do both arms and legs at the same time. Whatever you ask people to do, have them hold the position for a while so you can emphasize the point that it’s not easy to sustain a new “position” for a long time. It’s easy to fall back into old habits.

Note: Adapt the task for the context and culture. For example, crossing one’s legs in public is not polite in some cultures.

2. Pause for responses, such as “It feels uncomfortable,” or “It feels awkward or strange.” Ask:

“This new position feels uncomfortable or maybe even sort of fun for a while. But how long could you keep your hands this way without switching back to your old way? If you pull your hands apart and I ask you to fold your hands together again, which way would you do it?”

3. Listen to some answers, then ask a few more discussion questions:

Note: Among the discussion questions, those in **BOLD** are the most important.

- **When have you experienced something like this where you made a change at first but couldn’t keep it going?**
- **Why is it so hard to make a change and make it stick for a long time?** (Possible answers: Old habits are hard to break. The new way is too uncomfortable. Others might not approve of the change.)
- What has to happen for a change to become more permanent? (Possible answers: Practicing new skills. Support to make new changes a habit.)
- What advice would you give someone who wanted to make a permanent change?



- **How is this activity like changing to become a better leader?** (Possible answers: I've tried some new ways of doing things but I couldn't keep doing them. After a while you don't always remember to do the new things)

B. Summary

Summarize by saying:

"Today we are going to continue learning about being a better leader and a better group member. I'm going to give you a chance to work together in a team and you'll be able to practice some of the different leadership actions we've been talking about. It will feel uncomfortable at first, but there is always a bit of discomfort when you learn something new. Fortunately, the more you can practice new actions, the sooner they will feel like your normal way of doing things."

II. Information (20 minutes)

Materials:

Flip chart 1: Leadership Actions (also used in Unit 4, Session 2, "Team Leadership")

Flip chart generated by participants in Unit 4, Session 1, "What is a Leader?" during the Information section, titled "Leadership Qualities"

Participants' copies of Handout 1: I Am a Leader that they completed in Unit 4, Session 2.

A. Leadership Activities Review

Participants review important learning points from the previous session.

1. Remind participants of the leadership actions they learned about in the previous session. Direct their attention to Flip chart 1: Leadership Actions and say:

"The last time we met we learned about the actions that a leader can take, whether that person is the formal leader or a regular member of the group. I've posted that list here again on the flip chart. What are some examples you've seen since we last met where you saw someone use one of these leadership activities and did it have positive result?"

2. Pause to hear a few ideas, then distribute the participants' copies of Handout 1: I am a Leader that they completed in the Practice phase of Unit 4, Session 2. Say:

"You'll remember that each of you were able to determine which of these you already do well. You also chose at least one that you'd like to try doing more. Take a moment to look at your handout and remind yourself of a leadership action you'd like to try because today you will have a chance to do just that."

3. Pause to let participants make a choice and to invite them to ask clarifying questions about the leadership actions. Then say:

"Remember, too, that we talked about how a leader can be either more direct or less direct in how they take different actions. We talked about the situations when quick action needs to be taken and a more direct leadership approach is important. We also said that in some situations it's important for group members to have more control or make the decisions. That's when a less direct leadership role is useful."



4. Pause to answer questions or clarify this concept as needed. Show the flip chart generated from Unit 4, Session 1, What is a Leader? during the Information session, “Leadership Qualities” and say:

“In our first session about leadership, you came up with a list of the qualities of a good leader by examining quotations about leadership. Please look over this list and let me know if you have any questions about it.”

5. Answer any questions.

B. Summary

Summarize by saying:

“This is a lot of information to remember, but once we get started with the next activity you’ll begin to feel more comfortable with it and I think you’ll be surprised at how well you are able to use it.”

III. Practice (40 minutes)

Materials:

Flip chart 1: Leadership Actions

Handout 1: Leadership Actions Practice

Paper and pens or pencils

Index cards or small pieces of heavy paper for the green team’s task (150 to 200 pieces for each team)

Index cards or small pieces of heavy paper and tape (or paper clips) for the yellow team’s task (150 to 200 pieces for each team)

Clock or timer

A. Yellow Team, Green Team

Participants practice using leadership actions while completing a task as a team.

1. Distribute Handout 1: Leadership Actions Practice (you can also point to Flip chart 1: Leadership Actions). Say:

*“Please look at the list of leadership actions on your handout and choose one or two actions **that you do not usually do but that you will try to do** during the next team activity. Write your name in the box ‘I Tried It!’ next to one or two leadership actions that you want to practice.”*

2. Pause so people have a chance to make their selections on their handout. Say:

“In most situations we are so focused on what we are doing with the group that we don’t pay attention to how we might be helpful by acting like a leader. Today is your chance to really practice without worrying whether you’ll do well or poorly. I’ll ask you and your team to complete a simple task and if you don’t complete it, it won’t be a problem because your real purpose is to practice some new leadership actions and qualities.

“Remember, it might feel uncomfortable, like folding your hands (or crossing your arms, etc.) the ‘wrong’ way, but real learning is always a little bit uncomfortable, risky, or even scary at first.”



3. Divide the participants into two teams and designate one as the green team and the other the yellow team. If this will result in teams that have more than five people, then make two green teams and two yellow teams. Green and yellow teams will then work in conjunction. Say:

“In your team, take a minute for each person to tell the rest of your group the leadership action they will try to practice during the rest of this activity.”

4. After a minute, give the rest of the instructions. Say:

“I am going to give the green team(s) a task. While they are working on it, the yellow team(s) will silently watch them, looking for examples of leadership actions and qualities that helped the green team(s) to include all members and be successful.

“This is the task for the green team: Make a tower as tall as you can using only index cards (or small pieces of heavy paper). You may fold or tear papers as you wish, but you may not use any other materials. Remember to practice your leadership actions and qualities! You will have 10 minutes.”

5. Distribute materials and start the clock. After 10 minutes, stop the action, lead everyone in a congratulatory round of applause, and lead a short discussion. Say:

- a. *“I’d like to get some reactions from the green team that built the tower.*

- 1- *How do you feel about your success? (Pause after this question and each of the following questions for responses.)*

- 2- *How well do you think you included all your team members?*

- 3- *What are some examples when you used a leadership action?”*

- b. *“Now I’d like to hear from the yellow team that observed the green team building the tower.*

- 1- *What are some examples of leadership actions or qualities that you saw as the green team built its tower?” (Pause for responses.)*

6. Reverse the action and observation tasks between the yellow and green teams.

“OK, now it’s the yellow team’s turn to complete a task while the green team watches silently for examples of leadership actions and qualities.

“The challenge for the yellow team is to build a bridge or archway large enough for one of your team members to crawl under. You may fold or tear papers as you wish and you may use tape (or the paper clips, as noted in the Facilitator preparation) but you may not use any other materials. Remember to practice your leadership actions and qualities! You will have 10 minutes.”

7. Distribute materials and start the clock. After 10 minutes, stop the action, lead everyone in a congratulatory round of applause, and lead a short discussion. Say:



- a. *“I’d like to get some reactions from the yellow team that built the bridge or archway.*
 1. *How do you feel about your success? (Pause after this question and each of the following questions for responses.)*
 2. *How well do you think you included all your team members?*
 3. *What are some examples when you used a leadership action?”*

- b. *“Now I’d like to hear from the green team that observed the yellow team building the bridge or archway.*
 1. *What are some examples of leadership actions or qualities that you saw as the yellow team built its bridge? (Pause for responses.)*

Note: The discussion questions in Steps 5 and 7 are a partial assessment of Learning Objective 1.

B. Summary

Conclude the exercise by saying:

“It’s difficult to remember to practice leadership actions and qualities in the middle of a complex task while the clock is ticking and you don’t have much time. But everyone made a good effort to try new strategies for being a leader.”

IV. Application (25 minutes)

Materials:

- Flip chart 3: Teamwork Questions
- Handout 1: Leadership Actions Practice

A. Yellow Team, Green Team (continued)

Participants analyze their performance in a team to further understand the complexity of working on a team.

1. Invite participants to reflect on the previous team activity. Say:

“Please look at your ‘Leadership Actions Practice’ handout and the leadership action that you put your name next to. Take a moment to think about what happened when you tried that leadership action. Maybe you were able to do it. Maybe you were not able to try it. If you tried it were you successful or not? Make a note, just a word or two, about what happened either way. Whatever happened is OK.”

2. Allow about 3 minutes for participants to think, then say:

“Green team members, I’d like you to find a partner from the yellow team that watched you build your tower. (Pause so pairs can be formed. Groups of three are OK, too.) Please talk about your efforts to try a new leadership action. Talk about what you tried, what happened, and what you might do differently next time.

“If you are from the yellow team, listen to what your partner(s) tells you. Use the questions on Flip chart 3 if you want. If the person wants it, be ready to give suggestions to him or her of what she or he can do next time.”



3. Allow about five minutes then ask the pairs to switch roles so the yellow team members can talk about the leadership actions they tried while building the bridge. When five minutes are up, say:

“I’d like to hear about some of the things you learned, but first, take a couple minutes and write some ideas in the right column of your handout about what you might try next time you are in a group. This can be about any leadership action you wish.”

4. Allow two to three minutes, then gather everyone into a circle for a discussion using these questions:

Note: Among the discussion questions, those in **BOLD** are the most important.

- What were some of the things each team did that made them successful?
- What leaders emerged, if any?
- **What are some memorable examples of leadership actions that were used?**
- If there were any especially stressful moments, how did the teams react?
- How did the time limitation affect the teams’ ability to perform well?
- How did the materials that could be used affect the teams’ ability to perform well?
- **We’ve talked before about how teams that use the contributions of all members can be more effective. What examples of this did you see in either the green or yellow team?**
- What are some difficulties of working on a team that this activity revealed?
- What are some advantages of working on a team that this activity revealed?
- What were some effective ways any of the teams showed creativity, problem-solving skills, or positive communication?
- If your team had a chance to rebuild your tower or bridge, what would you do differently in your planning, problem solving, or communication?
- **If you could do the activity again, what would you do differently to practice your chosen leadership activities?**
- **Think about a team or group you worked with in the past. It could be at school, at work, or even a group of friends deciding what to do over the weekend. What is something you learned today about being on a team that would have been helpful then?**
- **Think about a team or group that you are a member of and a task or project that group will be working on soon. Again, it can be a formal group at school or just a group of friends you hang out with. What is something you learned today that you can use with that group? (Ask people to share, then have them write any ideas on their handout “Leadership Actions Practice.”)**

Note: Steps 1 and 2 are a partial assessment of Learning Objective 1.

Note: The **BOLD** discussion questions in Step 3 are an assessment of Learning Objectives 1 and 2.



B. Summary

Conclude the activity by saying:

“Today we reinforced the idea that each person on a team has something important that the group needs and that they can contribute. It may be making a suggestion, helping to reach a decision, creating opportunities for other members to contribute, being a listener, or summarizing what people have said.

“We also learned that in the middle of a complex task or with time pressure, it’s difficult to use these leadership skills effectively. The ability to be an effective leader is something you can learn. By focusing on the qualities of good leaders and looking for opportunities to practice leadership actions, you can gradually become more effective as a leader.

“Please keep your handout from today, along with the one you completed last time we met called ‘I am a Leader.’ I want to encourage you to practice these leadership actions you have chosen whenever you find yourself in a group. We will also be able to practice them in our next session when we look more closely at leadership and working on a project as a group.”

V. Assessment (0 minutes)

Materials:

(None)

The assessment has been integrated throughout the session and is noted within:

Learning Objective 1: Practice leadership roles and team member roles.

Assessed in Practice, Steps 5 and 7, discussion questions.

Learning Objective 2: Demonstrate two skills learned from previous sessions.

Assessed in Application, “Yellow Team, Green Team” (continued) Steps 1, 2, and 3 discussion questions.

References:

Note: The activity “Yellow Team, Green Team” was inspired by the following resource. However, no text was copied or adapted.

Sivasailam Thiagarajan. *Design Your Own Games and Activities*. San Francisco: John Wiley & Sons. 2003.

Facilitator Notes for Future Improvement

Date & Facilitator Name: [What went well? What would you do differently? Did you need more/less time for certain activities?]



Flip Chart 1: Leadership Actions

Supplement this list with leadership qualities that the group identified in Unit 4, Session 1 “What is a Leader?” during the Information section, “Leadership Quotes.”

Sharing a vision, a goal, or a plan

Inspiring and encouraging others

Offering ideas

Making suggestions

Helping make decisions

Listening to others

Helping others speak and share their ideas

Summarizing ideas, decisions, and plans



Flip Chart 2: Leadership Qualities

(This flip chart was created by participants in the Information section of Unit 4, Session 1.)



Flip Chart 3: Teamwork Questions

What leadership actions and qualities did you decide to practice?

What is an example of when you used them?

Which leadership actions would you like to practice more?



Handout 1: Leadership Actions Practice

Leadership Actions	I Tried It!	What Happened	Next Time I'll ...
Sharing a vision, a goal, or a plan			
Inspiring and encouraging others			
Offering ideas			
Making suggestions			
Helping make decisions			
Listening to others			
Helping others speak and share their ideas			
Summarizing ideas, decisions, and plans			



Unit 4, Session 4: The Project Cycle

Training Manual:	Life Skills and Leadership: Unit 4, Session 4
Rationale:	Identifying and valuing the steps of the project cycle are elements of developmental assets that incorporate positive values and social competencies. Youth who know how to plan ahead and make choices in undertaking projects to help other people are more likely to engage in positive, constructive behaviors and avoid negative, destructive behaviors.
Target Audience:	In-school and out-of-school youth who have completed at least primary education.
Facilitator Expertise:	Peace Corps Volunteers and local counterparts who have been trained in how to use and adapt the <i>Life Skills and Leadership Manual</i> .
Time:	90 minutes
Pre-requisites:	Unit 4, Session 3
Version:	Feb-2013



Session 4: The Project Cycle

Date:

Time: 90 minutes

Facilitator(s):

Facilitator preparation:

1. Draw a picture of a boat or similar simple object with details such as decorations or a unique combination of sail shapes.
2. If you choose to use construction materials instead of art supplies in the Application step, make your own model of the object you will ask participants to create as a team. Prepare a bag or box of identical materials for each team.
3. Hide the picture or object that you have created in the learning space.
4. Make a copy of Handout 1 for each small group of five or fewer and cut it into five pieces, each showing one project cycle step.
5. Make a copy of Handout 3: Questions and Activities for each small group and cut it into squares along the dotted lines so each piece has either questions or activities (See the facilitator's note about this in the Practice section)

Note: If your youth group wishes to explore the topics of the project cycle and project planning more deeply, or if they need to develop skills even further, please refer to the Peace Corps documents listed at the end of this session plan. These resources offer training designs and useful tools for facilitators and their youth groups.

Materials:

- **Equipment**

1. Ball of string or yarn
2. Paper
3. Art supplies: markers, paint, tape, magazine pictures, glue
4. (Additional commercially available construction toys, such as blocks, wooden pieces, plastic building blocks that can be found locally if you would like the participants to make an object. You can also collect clean discarded or recycled materials such as tin foil, plastic, paper, plastic bottles, cans, pieces of cloth, carry-out food containers, etc. to use as building materials.)
5. Flip chart paper
6. Markers or crayons

- **Prepared flipcharts**

Flip chart 1: The Project Cycle

- **Handouts**

Handout 1: Steps of the Project Cycle

Handout 2: The Sports Equipment Story

Handout 3: Questions & Activities

- **Trainer materials**

Trainer Material 1: The Sports Equipment Project

Trainer Material 2: Project Cycle Questions and Activities

Learning Objective:

1. By studying a fictional situation, participants will describe the five steps in the project cycle.



Instructional Sequence

I. Motivation (10 minutes)

Materials:

Ball of yarn or string

A. Sticky Web

Participants experience the interconnections within a community.

1. Welcome the participants and ask them to stand in a circle facing inward. Say:

“We’ve spent a lot of time learning about being a leader and being a member of a team. Today I’d like to talk about how you can use what you know about working as a team to complete a project or to do an activity that uses the ideas and talents of a group of people to accomplish it.”

2. Wrap the end of a ball of string or yarn loosely around your hand. Unwrap a couple arm-lengths of string from the ball and toss it to someone across the circle. Say:

“When the ball of string comes to you, wrap the string loosely around your hand, then toss the ball to another person.”

3. Coach participants to keep the sections of string between each person from sagging but not so tight that someone’s hand might get hurt. Make sure everyone has received the ball of string at least once. (For a small group of five or fewer, you can send the string around again in a different sequence.) Say:

“Each of us is directly connected to two people (or four if the ball of string went around the group twice) and indirectly to everyone else. Let’s see what happens in a few different conditions.”

4. Give the following instructions one at a time. Invite the participants to discuss the implications of each change with the questions that follow the instructions.

“If your birthday is in November, gently tug on the string. If your birthday is in July or January, pull gently on the string. (Choose different months if no one pulls the string.)

- *What effect did you notice when one person pulled the string?* (Possible answers: The string got tighter. I couldn’t always tell who was pulling. Everyone felt some effect)
- *What did you notice when several people pulled the string?* (Possible answers: The string got even tighter. I felt pulled in several directions.)
- *If our circle represents a team, what might the string represent?* (Possible answers: Conversations among friends. Relationships between people. Interactions between members. The work the team is doing. The project the group is doing.)
- *What would pulling on the string represent?”* (Possible answers: People who make demands. People who don’t communicate effectively. People who want things to go their way. People who have unmet needs. The challenges of getting along together.)



“Let’s see what happens if someone drops the string. (Ask one person to let go of the string.)

- *What do you notice?”* (Possible answers: There’s an empty space. The string has loosened. We can’t ‘feel’ each other.)

“What will happen if several people drop the string? (One at a time, ask two or three others to let go of the string.)

- *What has happened now and what might it represent?* (Possible answers: The string is harder for fewer people to hold up. We have to stand further apart to keep the string tight and off the ground.)
- *Again, if this stands for a team or group you belong to, what might this new situation represent?”* (Possible answers: Sometimes people are excluded from a group. Sometimes we forget to include everyone who might want to join the group. Communication is more difficult when fewer people are involved. When communication is poor, people are more “distant” from each other. A team is weaker when just a few people try to hold it all together.)

B. Summary

Summarize by saying:

“When we are a member of a team, we are all interconnected in ways that are obvious, as well as in ways that are not obvious. When even one person is in need or makes demands, it has an effect on everyone else. And when everyone is doing her or his part—contributing knowledge, skills and talents—to keep communication going or to be responsible in her or his relationships, the team is stronger and the things we do together are more likely to be accomplished successfully.”

II. Information (20 minutes)

Materials:

Handout 1: Steps of the Project Cycle for each team, cut into five pieces

Handout 2: The Sports Equipment Story

Flip chart paper, tape

Trainer Material 1: The Sports Equipment Project

Flip chart 1: The Project Cycle

A. Learning about the Project Cycle

Participants learn the steps of the project management cycle.

1. Introduce the concepts of planning and the project cycle. Say:

“We’ve talked before about the advantages of working on a team: You can solve problems creatively and get more done. And the opening activity shows that if you are doing a project together, you will usually be more successful if you can involve all the members of your group.

“In this activity, we are going to learn about all the steps you’ll need to take in order to start and finish a successful project that you might want to accomplish as a team. By ‘project’ I mean an activity, a plan, or an assignment that takes more than one person to complete.”



2. Read aloud the story in Trainer Material 1: The Sports Equipment Project. Say:

“Listen to this story about how some young people made a big change by working on a project at their school.”

3. After reading the story aloud to the participants, ask:

“What are some things the organizing students did to be successful with their project?”

4. Listen to a few answers to get some preliminary thoughts from the participants. Then divide people into teams of three to five and give each team a copy of Handout 1: Steps of the Project Cycle, cut into five pieces. Also distribute at least one copy of Handout 2: The Sports Equipment Story to each group. Say:

“In the story, the students at Abbasaya School carried out a successful project to have sports equipment at their school. Part of their success was a result of their ability to design and manage a project.

“I would like you to think about all the things they did from start to finish. I have given your team slips of paper with a word on them that names a specific step of designing and running a project. I would like you to give one slip of paper to each member of your team (some members will have two slips if a team has fewer than five members). Are there any questions about what these terms mean?”

5. Answer any questions, then say:

“Take a few moments in your group to decide the order of the planning steps. Think about what the students in the story did and use that as a guide. You can refer to your team’s copy of the story in Handout 2.

“When I give the signal, I want the individuals on your team to arrange themselves so that the steps of the project cycle they are holding will be in the correct order.”

6. Wait three or four minutes for team members to confer, then give the signal. Compare and contrast the order for the steps that the teams determined. Ask teams to explain the order they made, especially where teams have different opinions. Show Flip chart 1: The Project Cycle, then say:

“There are many ways to design a project so it will be successful. This chart shows the basic steps. Notice that the steps form a circle that begins with ‘Identifying’ and comes around to the top again. That’s because once a project is completed, people often think of another project they want to do.”

7. Ask participants to give examples from the story about sports equipment for each stage of the project cycle. (The stages are identified in Trainer Material 1. Each of the five paragraphs of the story fits with a step of the planning cycle, beginning with Identifying.)

Note: There may be other ways of interpreting the story so be sure to ask participants to clarify any differences between the order they have for the steps and the order of the steps on Flip chart 1. Also, in most projects, the progress from one step to another is not always as clear as the example in Trainer Material 1. If necessary, you can point this out to participants who have project management experience. However, in most cases it will be enough to help people understand the five basic steps of a project.



B. Summary

Summarize by saying:

“Knowing and using the project cycle increases the likelihood your project will be successful because it helps you to include everyone who might be interested. It also gives you a chance to make a solid plan so that everyone on your teams knows what they can do to help.”

III. Practice (30 minutes)

Materials:

Flip chart 1: The Project Cycle

Flip chart paper, tape

Trainer Material 2: Project Cycle Questions & Activities

Handout 3: Questions and Activities that has been cut into squares of either questions or activities (one set for each team)

A. Learning about the Project Cycle (continued)

Participants reinforce knowledge about the project cycle through practice.

1. Introduce the activity by pointing to Flip chart 1: The Project Cycle. Say:

“Notice that at each step of the project cycle there are both questions you can ask and actions you can take. So there are some smaller steps you can take at each of the five main steps of the cycle. I’d like you to have practice with different types of questions and actions that you might use in your own projects in the future.”

2. Give each team a copy of Handout 3: Questions and Activities that has been cut into individual questions and activities. Also give them a blank flip chart and tape. Say:

Note: Cut Handout 3 along the dotted lines. This will give each team five question papers and five activity papers to sort into the project cycle steps. Use Trainer Material 2 as a guide to putting Handout 3 back together.

“Each team now has a stack of questions and a stack of activities. Please make a poster similar to Flip chart 1. Then decide which step of the project cycle each question and activity best fits into. Use tape to attach it below that step of the cycle.”

3. Give participants about 10 minutes to work. Then ask them to do a “gallery walk” and observe the posters of all the groups.
4. Choose discussion questions for the whole group, as appropriate, from the following:
 - Which of your team’s decisions about where to place questions and actions are different from other teams’ decisions? How do you explain these differences?
 - Which questions or actions did you have trouble fitting to a step of the project cycle?



- You probably would not ask all these questions or complete all these activities in every project, but which would you say are the most important that you would always include?
- What are some questions or activities that you would add to any point of the project cycle?

Note: Keep the posters that participants have made showing the project cycle steps with questions and activities for use in the Information section of next session, Unit 4, Session 5, “Our Project.”

B. Summary

Conclude the exercise by saying:

“Notice that these questions and activities are general. You may not need all of them for every project, but they will give you some ideas about what you should be asking and what you can be doing at each step of the cycle to make your project successful.”

IV. Application (20 minutes)

Materials:

Paper

Art supplies: Markers, paint, tape, magazine pictures, glue

(See trainers’ preparation for alternative materials to use instead of art supplies.)

A. Using the Project Cycle

Participants apply the project cycle in a team setting to complete a task.

1. Explain the activity that will give participants an opportunity to use the project cycle. Say:

*“I’d like to give your team a chance to use the Project Cycle steps that we have been talking about. Let’s start with a simple project. The project is for your team to draw a picture of a boat. * The boat you draw should have three sails and be sturdy enough to travel across the ocean. Make sure you follow the Project Cycle steps by asking yourselves some of the questions at each step of Identifying, Planning, Doing, Reviewing, and Celebrating. You can refer to the poster of the cycle we’ve made and the questions you put on them.”*

“When you are ready to begin, you can get supplies from me. You have 10 minutes starting now.”

***Note:** Make a drawing before the session begins. That drawing should have distinctive details that belong on a boat but would not be immediately obvious. For example, one sail might be triangular and two sails square, a star might be on one sail, a blue stripe might be on the side, etc. These are the details to be shared with participants only if they ask about them. You can ask participants to draw a different object if a boat is not culturally relevant. A castle, mountain scene, city plaza, or vegetable garden may fit better with their experience. Keep the object simple, give one or two specifics of what it should contain, and include a few additional details in your own drawing that participants can learn about only if they ask. Do not show your drawing until after participants have completed and displayed their own.

Note: This activity has been written with the assumption that it will be used at a post where supplies are extremely limited. Make adaptations appropriate for your post so the activity is less reliant upon drawing abilities and more interesting for participants. If you have access to commercially produced construction materials, make a simple object like a house, boat, person, or animal. Identify one or two details that the participants must include. Make your model with additional details and keep it hidden from participants until after they have completed and displayed their own. Be sure that you have sufficient construction supplies so each team can reproduce your model if they follow the project cycle and ask the right questions.



2. Distribute materials to participants when they ask for them. Answer any questions about their project without volunteering information that they do not ask about.

Note: Make materials visible to participants so they know what resources they might use. Provide what they request but don't offer any materials to them that they do not ask for.

3. At the end of 10 minutes, ask all teams to stop working and give each team a chance to show what they created. Say:

"All of you worked very hard and came up with some good, creative drawings. However, there are a few things missing in your drawings."

Note: Typically, teams fall short on the very first step of the project cycle, Identifying. They neglect to ask the facilitator, who is the ultimate "user" of the project, what is wanted or needed.

4. Show your drawing (which you made before the class session began) and proceed to point out the details that are missing from the participants' drawings. Ask the following discussion questions to help participants learn from this activity:

Note: Among the discussion questions, those in **BOLD** are the most important.

- How do you explain the differences between my drawing and yours?
- **Which steps of the project cycle did your team use effectively?**
- **Which steps of the project cycle did your team use poorly or forget to use at all?**
- **Why do you think a team might skip part of the project cycle?**
- If we did this activity again, what would you do differently?
- **What leadership roles (such as providing a vision or goal, helping others to give suggestions, listening to others, etc.) were played by different members of your team?**
- **How well did your team utilize all of its members?**

B. Summary

Conclude the activity by saying:

"You can see that completing even a simple project can be more complex than what you may initially imagine. There are all sorts of opportunities for the project to turn out very different from what anyone expected. And it often happens that, once you start on a project, something changes or you receive new information that forces you to change how you do the rest of the project. However, with good planning, you can respond to unexpected information and still accomplish the goal of the project."



V. Assessment (10 minutes)

Materials:

- Flip chart paper
- Markers or crayons

A. Practical Advice

Participants review what they have learned about how to use the project cycle.

1. Give instructions for a review of the project cycle. Say:

“You’ve learned about the project cycle and you’ve seen how the cycle can be upset by people’s enthusiasm, time pressure, and other factors. I would like you to work with other members of your team from the last activity, in which your project was to draw a boat, and think about what advice you would give to someone who is about to begin a new project. Try to write at least one suggestion or piece of practical advice for each step of the project cycle. You might begin each piece of advice with ‘Be sure to ...’ or ‘Remember to ...’ but write whatever you think will be helpful.”

2. Distribute flip chart paper and markers or crayons. Give teams about 5 minutes to write their advice.
3. Give each team a chance to read its suggestions for the whole group. Follow each team’s advice with a round of applause. **Collect the advice each team has written on its flip chart for use in session 5, “Our Project.”**
4. Take down Flip chart 1: The Project Cycle and any other flip charts that have the steps of the Project Cycle showing. Say:

“Now I’d like to see whether you can recall the five steps of the Project Cycle. I’ll point to a group, talk to each other to make sure everyone in the group knows the answer, and when I count to three, as a group shout out the name of the first step.”

5. Point to a group at random. Slowly count to three. Follow with a round of applause for the group’s answer.
6. Repeat Step 5 four more times to give as many groups as possible a chance to say one of the five steps.

Note: Steps 4-6 of “Practical Advice” serve as an assessment of Learning Objective 1.

B. Summary

Conclude by saying:

“We’ve seen that starting and running a project involves five steps: identifying, planning, doing, reviewing, and celebrating. There are also some general questions you can ask and some activities that people typically do during each step of the project cycle.”



“We’ve also seen how difficult it is to do all the steps in the project cycle. We can easily become so involved and enthusiastic that we forget to be thorough. Fortunately, you have also given some excellent advice for each step of the project cycle. We will rely upon your practical advice when we meet next time and learn more about doing a project together.”

References:

Note: If your youth group members wish to explore the topics of the project cycle and project planning more deeply, learn more about volunteerism and service learning, or if they need to develop skills even further, please refer to these resources, which will offer training designs and useful tools for facilitators and their youth groups.

The New Project Design and Management Workshop Training Manual [ICE No. T0107]

Volunteerism Action Guide: Multiplying the Power of Service [ICE No. CD062]

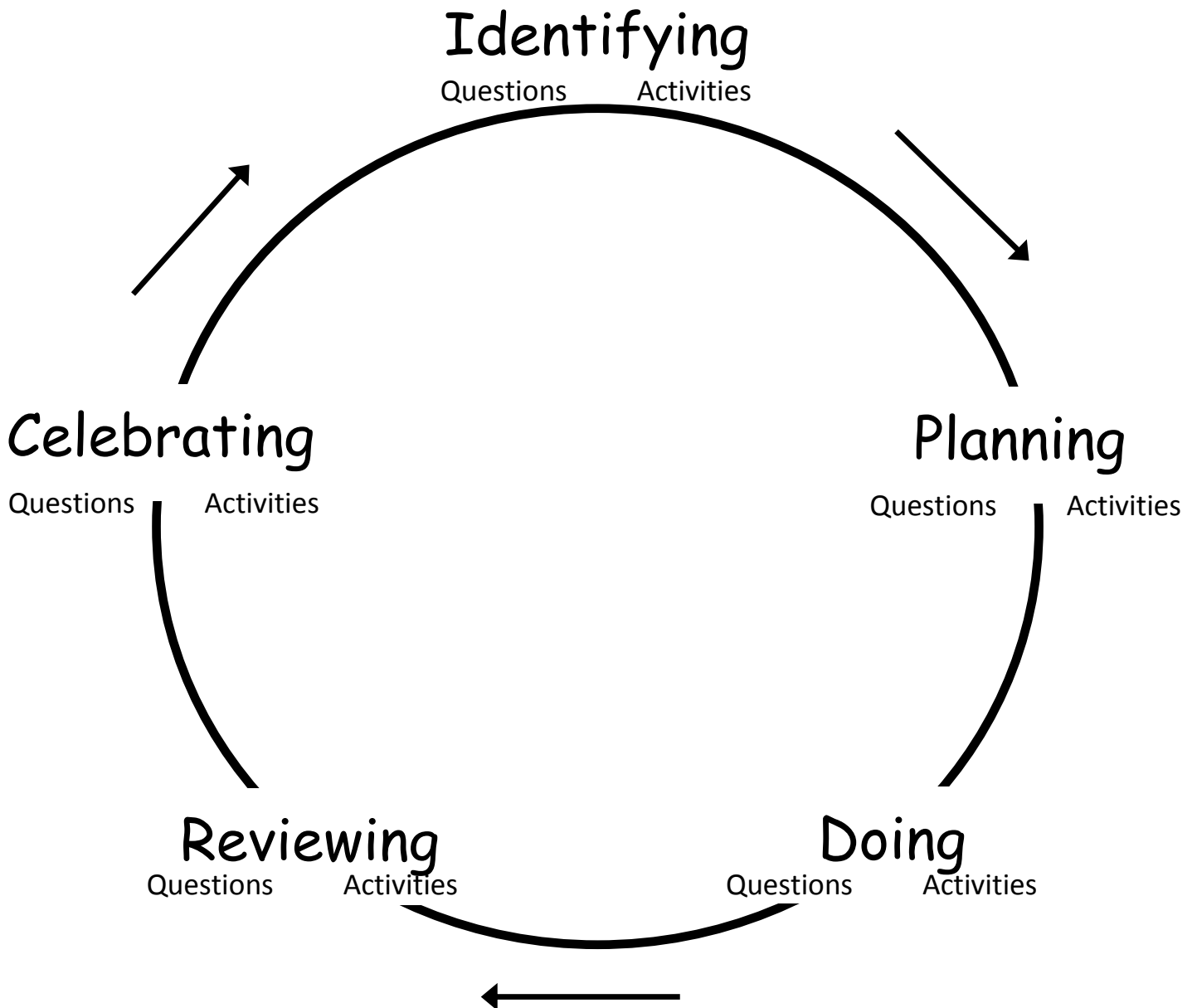
Facilitator Notes for Future Improvement

Date & Facilitator Name: [What went well? What would you do differently? Did you need more/less time for certain activities?]



Flip Chart 1: The Project Cycle

The Project Cycle



Handout 1: Steps of the Project Cycle

Print one copy of this page for each small group of three to five participants. Cut into five pieces before distributing to the groups.

Identifying

Planning

Doing

Reviewing

Celebrating



Handout 2: The Sports Equipment Story

Use this handout as a reminder of the Sports Equipment Story when your group tries to figure out the steps of the project cycle.

The students at Abbasaya School were frustrated. The lunch period was the only time they had for exercise during the school day, but with no sports equipment, there was little they could do in the dusty schoolyard. A few older students wanted to know what could be done. They asked as many students as they could about what sports they would like to play during the lunch period. They found that some students wanted to play football while others preferred basketball. They talked to the school principal and learned that she thought students did not take care of sports equipment so she did not want to spend any money to buy new equipment.

The students decided that they needed to both raise money and educate their friends about how to care for the equipment. They figured out how much money they needed and made a plan to raise the money through a school dance and asking for donations from community businesses. They also asked the school's technical education teacher to give lessons on how to patch a deflated football, how to maintain an air pump, and how to make a basketball hoop and soccer goal.

Next, the students organized their classmates to help. Some set a date, advertised, found a band, and sold tickets for the dance. Others visited local businesses to ask for donations. Still others agreed to take the lessons from the technical education teacher.

After about five weeks, the students met to see whether they were making progress. They realized that they needed to sell more tickets in order for the dance to be a good fundraiser. A few businesses donated money but not very much. The owner of a grocery store would not give any money but agreed to donate some food if they wanted it. When people learned that there would be food at the dance, the students were able to sell more tickets.

When the school principal saw the success of the dance and how much money had been raised, she made a personal contribution to the equipment fund. She also cleaned out a closet to store the equipment and supplies. After several more weeks, the students purchased the equipment and installed the basketball hoops and football goals. During the graduation ceremony at the end of the school year, the student organizers made a special announcement to thank everyone who had contributed to the sports equipment fund.



Handout 3: Questions and Activities

Print one copy of this page for each small group of three to five participants. Cut into pieces along the dotted lines so each group has five cards with questions and five with actions.

Possible Questions

- What is most important to us?
- What are some changes we can make with a project?
- Who else cares about this issue?
- What do other people think about this issue?

Possible Actions

- Make a list of your group's ideas
- Write a survey
- Interview people
- Research at the library
- Search the Internet
- Decide which issue to work on

Possible Questions

- What is the best way to make the change we would like?
- What resources do we have?
- What resources do we need?
- Is this project realistic?
- How will we know we have been successful?

Possible Actions

- Make a list of all the steps for doing the project
- Find other people who can help
- Find other resources you need
- Determine what the project will cost

Possible Questions

- What has to get done?
- Who is doing which part of the project?

Possible Actions

- Follow the list of steps for doing the project

Possible Questions

- How well is the project going?
- Are we close to our goal?
- What else has to be done before we finish?
- Will we finish on time?
- What has been accomplished with the project?

Possible Actions

- Compare actual results with the results you expected
- Look for things that are not going as well as expected
- Revise plans if the situation has changed

Possible Questions

- Did we finish?
- Are we happy with the result?
- Who should we thank?
- What did we learn?
- What new project could we do now?

Possible Actions

- Thank individuals who helped
- Thank people who gave money and resources



Trainer Material 1: The Sports Equipment Project

Read the following story to participants.

The students at Abbasaya School were frustrated. The lunch period was the only time they had for exercise during the school day but with no sports equipment, there was little they could do in the dusty schoolyard. A few older students wanted to know what could be done. They asked as many students as they could about what sports they would like to play during the lunch period. They found that some students wanted to play football while others preferred basketball. They talked to the school principal and learned that she thought students did not take care of sports equipment so she did not want to spend any money to buy new equipment.

Note: The paragraph above is an example of the Identifying step of the project cycle.

The students decided that they needed to both raise money and educate their friends about how to care for the equipment. They figured out how much money they needed and made a plan to raise the money through a school dance and asking for donations from community businesses. They also asked the school's technical education teacher to give lessons on how to patch a deflated football, how to maintain an air pump, and how to make a basketball hoop and soccer goal.

Note: The paragraph above is an example of the Planning step of the project cycle.

Next, the students organized their classmates to help. Some set a date, advertised, found a band, and sold tickets for the dance. Others visited local businesses to ask for donations. Still others agreed to take the lessons from the technical education teacher.

Note: The paragraph above is an example of the Doing step of the project cycle.

After about five weeks, the students met to see whether they were making progress. They realized that they needed to sell more tickets in order for the dance to be a good fundraiser. A few businesses donated money but not very much. The owner of a grocery store would not give any money but agreed to donate some food if they wanted it. When people learned that there would be food at the dance, the students were able to sell more tickets.

Note: The paragraph above is an example of the Reviewing step of the project cycle.

When the school principal saw the success of the dance and how much money had been raised, she made a personal contribution to the equipment fund. She also cleaned out a closet to store the equipment and supplies. After several more weeks, the students purchased the equipment and installed the basketball hoops and football goals. During the graduation ceremony at the end of the school year, the student organizers made a special announcement to thank everyone who had contributed to the sports equipment fund.

Note: The paragraph above is an example of the Celebrating step of the project cycle.



Trainer Material 2: Project Cycle Questions & Activities

Use the table below to provide coaching and feedback to participants when they sort questions and activities into each step of the project cycle.

Project Cycle	Questions	Activities
Identifying	What is most important to us? What are some changes we can make with a project? Who else cares about this issue? What do other people think about this issue?	Make a list of your group's ideas Write a survey Interview people Research at the library Search the Internet Decide which issue to work on
Planning	What is the best way to make the change we would like? What resources do we have? What resources do we need? Is this project realistic? How will we know we have been successful?	Make a list of all the steps for doing the project (Action Plan) Find other people who can help Find other resources you need Determine what the project will cost
Doing	What has to get done? Who is doing which part of the project?	Follow the list of steps for doing the project
Reviewing	How well is the project going? Are we close to our goal? What else has to be done before we finish? Will we finish on time? What has been accomplished with the project?	Compare actual results with the results you expected Look for things that are not going as well as expected Revise plans if the situation has changed
Celebrating	Did we finish? Are we happy with the result? Who should we thank? What did we learn? What new project could we do now?	Thank individuals who helped Thank those who provided money and resources



Unit 4, Session 5: Our Project

Training Manual:	Life Skills and Leadership: Unit 4, Session 5
Rationale:	Identifying and developing or participating in a service project are assets in youth development. Youth who participate in service projects are more likely to engage in positive, constructive behaviors and avoid negative, destructive behaviors.
Target Audience:	In-school and out-of-school youth who have completed at least primary education.
Facilitator Expertise:	Peace Corps Volunteers and local counterparts who have been trained in how to use and adapt the <i>Life Skills and Leadership Manual</i> .
Time:	105 minutes
Pre-requisites:	Unit 4, Session 4
Version:	Feb-2013



Session 5: Our Project

Date:

Time: 105 minutes

Facilitator(s):

Facilitator preparation:

1. Print for each individual a copy of Handout 1: Steps of the Project Cycle and cut each into five pieces.
2. Print several copies of Handout 3: Planning Steps for each team. Cut them apart so participants can rearrange them into a sequence.
3. Make sure you have kept the posters of the Project Cycle with questions and activities added that were created by the participants in the Practice section of Session 4, "The Project Cycle."
4. Make sure you have kept the poster made by participants in the Assessment of Session 4, which provides advice for groups at each step of the Project Cycle.
5. Collect relevant Trainer Materials from previous Units about communication, team building, and leadership to have on hand as reference to remind participants about some of the specific things they have learned that will be helpful as they work on their projects. Use Trainer Material 2: Summary of Training Units as a guide to anticipate what participants might need.

Note: Because doing any kind of project is complex for people just beginning to learn about project management, this session will focus on a project of immediate relevance to the participants. It is also a project with a limited scope that is very doable for novice project managers. However, it is possible that not all of the steps of the Project Cycle will be completed during this session. Some actions in the Doing step, some in the Reviewing step, and the entire Celebration step will occur during Session 6.

Note: If your youth group wishes to explore the topics of the Project Cycle and project planning more deeply, or if they need to develop skills even further, please refer to the Peace Corps documents listed at the end of this session plan. These resources will offer training designs and useful tools for facilitators and their youth groups.

Materials:

• Equipment

1. Posters of the Project Cycle with questions and activities added that were created by the participants in the Practice section of Session 4, "The Project Cycle."
2. Posters made by participants in the Assessment of Session 4, which provides advice for groups at each step of "The Project Cycle."

• Prepared flip charts

- Flip chart 1: Unit 1
- Flip chart 2: Unit 2
- Flip chart 3: Unit 3
- Flip chart 4: Unit 4
- Flip chart 5: The Project Cycle
- Flip chart 6: What Have You Learned?

• Handouts

- Handout 1: Project Cycle Actions
- Handout 2: Project Description
- Handout 3: Planning Steps

• Trainer materials

- Trainer Material 1: Project Cycle Actions (Answers)
- Trainer Material 2: Summary of Training Units



Session 5: Our Project

Date:

Time: 105 minutes

Facilitator(s):

Learning Objectives:

1. After working on a team-based task, participants will identify a project, develop an action plan, implement and evaluate the project, and demonstrate at least two behaviors of effective leaders and team members.
2. Using a real task related to their interests, participants will demonstrate both leadership and teamwork skills in order to accomplish a task or complete a project.



Instructional Sequence

I. Motivation (15 minutes)

Materials:

- Flip chart 5: The Project Cycle
- Handout 1: Project Cycle Actions *for each individual* cut into five pieces
- Trainer Material 1: Project Cycle Actions (Answers)
- Tape

A. Project Cycle Review

Participants review the steps of the Project Cycle.

1. Remind participants of the previous session. Say:

“You’ll remember that last time we talked about the Project Cycle. You had a chance to learn about the five different steps, the questions you could ask, and the types of activities that could be done at each step. Today we are going to use the Project Cycle again so I’d like to take a few minutes to review it now.”

2. Distribute to each individual a blank sheet of paper and a copy of Handout 1: Project Cycle Actions that have been cut into five pieces. Say:

*“I’d like you to think about the steps of the Project Cycle. I’ve given each of you five **actions** that someone would do in the different steps of the Project Cycle. Each is on a separate slip of paper. Take a moment to remember the steps of the Project Cycle, then tape the actions to your blank paper in the correct order to go along with the Project Cycle as best you can remember it.”*

3. Pause so participants can put their steps in order, then say:

“Next I would like you to stand, move about the room, and compare the order of your actions to what other people have on their papers. Please compare your paper with at least three other people. If you see that someone has a different order for the steps, talk together about which is the best order and why.”

4. Ask participants to begin mixing with each other and comparing their papers. After about five minutes, ask people to stop. Invite the whole group to say aloud the best sequence of the actions. Suggest that anyone can change the order of the actions on her or his own page to fit the correct cycle. Show Flip chart 5: The Project Cycle and use Trainer Material 1 to confirm the correct sequence.

B. Summary

Summarize by saying:

“Thank you for reviewing these actions and the five steps of the Project Cycle. As we learned last time, each of these steps is important for a successful project. You will need to use all of them in the activities we will be doing today.”



II. Information (20 minutes)

Materials:

Flip chart 1: Unit 1

Flip chart 2: Unit 2

Flip chart 3: Unit 3

Flip chart 4: Unit 4

Flip chart 5: The Project Cycle

Posters of the Project Cycle with questions and activities added that were created by the participants in the Practice section of Session 4, “The Project Cycle”

Handout 2: Project Description

Relevant Trainer Materials from previous sessions in communication, team building, and leadership

A. Defining a Project

Participants gather the information they need to complete the Project Cycle for a simple project.

1. Post Flip charts 1-4 in different areas of the learning space. Explain the activity to the participants. Say:

“Last time we talked about the Project Cycle, you made a drawing (or created an object). It was a very small project. Today, I’d like you to have the experience of completing a more complex project from start to finish. Your project will be to review a section of the Youth Life Skills and Leadership classes and make a 10-minute presentation of it to share with our whole group at our next session.

“For your project you will choose an idea or topic from one of the many sessions we have already had. I’ll ask you to study it again and make a presentation that will help everyone remember what it was about and that will help them think about how they will use it in the future. I’d like you to be highly creative in your presentation. You can write a rap song, make up a short story, perform a skit, or any other type of presentation.

“But first, I would like you to decide what Unit of our training program you would like to have as the focus for your project. Around our learning space I have posted one flip chart for each of the Units we have studied. Each flip chart has the title of the Unit and a short list of some of the topics in it. Look at the headings and go to a flip chart that has something on it you would like to work on for your project.”

2. Give participants a few moments to move to a flip chart.

Note: You may need to moderate number of participants in each group. Groups should number at least two but not greater than five or six. It is also preferable, though not absolutely necessary, to have at least one group for each of the four Units. However, it is more important to allow participants to choose a Unit and topic that interests them. If you have a very large number of participants, you may need to have more than four presentation groups. This will be fine, but it is not recommended to have more than six groups because that will make the time for presentations in Session 6 too lengthy. Estimate the total amount of time necessary for all groups to make their presentations and adjust the maximum time limit for each group appropriately. Note this amount of time on the Project Description handout on item 4. This will help to determine the amount of time necessary for all presentations in Session 6, Information (60-90 minutes).

3. Distribute Handout 2: Project Description and say:



“Let’s look at Handout 2, which gives you the basic details for your project. You can see that numbers 1, 2, and 3 tell you what the project is. (Read numbers 1-3 and answer questions).”

“Numbers 4 and 5 tell how long the presentation should be and what to include in the presentation that you will give to the whole group the next time we meet. (Pause to answer questions.)”

“Number 6 is a reminder to make sure everyone in your group is included. You should also remember to use other skills of communication, problem solving, decision making, and creativity that you have learned during the program.”

“Number 7 is a reminder to follow the steps of the Project Cycle. I have included some questions that you might wish to start with at each step. You and your team will probably finish the Identifying, Planning, and Doing steps today. Some Doing and Reviewing steps may happen outside of this session, but they will also happen next time when you give your presentation. The Celebration step will also happen at our next session, after your presentation.”

4. Answer any questions. Then say:

“To begin, I would like you and your team members to begin the first step of the Project Cycle (refer to Flip chart 5), Identifying, by deciding which topic you will focus on for your presentation and what you would like to say about it. The topics listed on the flip chart for your Unit are a good place to start.”

5. Give participants about 10 minutes to confer in their groups. Be prepared to answer questions they may ask about each Unit so they can recall details of the topics. Then ask each group to share which topic will be the focus of its presentation.

B. Summary

Summarize by saying:

“Each team has now defined the topic for their presentation project. Next you will continue to use the Project Cycle to complete the rest of your project.”

III. Practice (30 minutes)

Materials:

Flip chart 5: The Project Cycle

Handout 3: Planning Steps

Trainer Materials: Participant handouts or Trainer Materials collected from each Unit of the training program. See the list in the preparation section.



A. Planning a Project

Participants use the Identifying and Planning steps of the Project Cycle in a real situation.

1. Show Flip chart 1: The Project Cycle and give the participants a start on the next step of the Project Cycle. Say:

“In the Planning step of the Project Cycle, you will want to make a list of all the things that need to happen for your team to give a good presentation. In a moment I’ll ask you to try to think of all the steps you’ll have to take to organize and deliver your presentation at our next session. Usually it’s easiest to write down ideas as quickly as you think of them and, after you have several, figure out what order to do them.”

2. Distribute several copies of Handout 3: Planning Steps cut into pieces for each group. Say:

“I am giving your team several slips of paper. Notice that each has space for you to write the action step number, the action step, who will do it, who or what can help, and by when? For now, focus only on the action step (we’ll get to the others later).

“Think of all the action steps to prepare for your presentation. Write one action on each slip of paper in the correct space. Use as many slips of paper as you need; I can give you more.”

3. After about 10 minutes, stop the participants and say:

“I would like to check with you and see how you are progressing. Would each group please read aloud the action steps they have written so far?”

4. Give all the groups a chance to read their action steps. They can say the steps in any order and they do not need to have a complete list of steps yet. Say:

“Now that you have several action steps, you can do two things. First, put them in order. What has to happen first? What can be done next, and so forth until the steps are in a logical sequence. As you do this, you might think of other steps. If so, make other slips for them.

“Once you are happy with the order of your action steps, number them. Then you can fill in the other blank spaces with information about who will do each action step, who or what can help, and when it can be finished.

“Let me know if you have questions or if I can help in any way.”

5. Give participants about 10 minutes for this part of the activity. One by one, ask each team to briefly share its plan and ask the whole group if it has any suggestions for that team.



B. Summary

Conclude the exercise by saying:

“You have now successfully completed the Identifying and Planning steps of the Project Cycle for making your presentation and you can move to the Doing and Reviewing steps, knowing that you have done your best preparation so far.”

IV. Application (30 minutes)

Materials:

Trainer Material 2: Summary of Training Units

Participant handouts and/or flip charts from various Units as requested by participants

A. Doing and Reviewing a Project

Participants use the Doing and Reviewing steps of the Project Cycle in their project.

1. Explain how the Doing and Reviewing steps of the Project Cycle will be used in this situation. Say:

“This is the time when you will work to complete the action steps of your plan. I’d like you to use the Doing steps of the Project Cycle to accomplish all the things needed to be ready for your presentation. As you are completing the action steps, use some of the questions in the Reviewing steps to make sure everyone is involved, included, and working toward the same goal.

“Use the next 20 minutes to work on your project.

“If you would like to use any of the posters or handouts that we have used previously in the course for your project presentation, let me know, because I have most of them here.”

2. Be available as a resource to answer questions, solve problems, share handouts, and help participants find the information they need. After 20 minutes, say:

“I would like to give each team an opportunity to report what it has accomplished so far – and for everyone to do a little celebrating as well! When it is your team’s turn, tell us what you have accomplished so far in the preparation of your presentation.

3. After each team gives a brief report of its progress, ask these questions as additional thought for the Reviewing step for that team.
 - *“Do you still have actions steps to complete?”*
 - *Will you be doing any action steps after this session and before the next when you make your presentation?”*
 - *Are you clear about who needs to do what before our next session?”*
4. Give the group members a hearty round of applause and thanks in celebration of their efforts so far. Then give the next group a chance to report.

Note: Steps 3 and 4 of “Doing and Reviewing a Project” serves as a partial assessment of Learning Objective 1.



B. Summary

Conclude the activity by referring to Flip chart 5 and saying:

“You have now had a chance to use all the steps of the planning cycle to work on your presentation project. You identified a topic to present. You made a plan with a list of action steps and the people and resources needed to accomplish them. You spent time actually doing the project and reviewing it along the way. Lastly, you shared your progress and we were able to thank you and celebrate your efforts. Some of you found that you could not complete all the action steps right now but you also have a plan to do them before we meet again.”

V. Assessment (20 minutes)

Materials:

Flip chart 6: What Have You Learned?

A. How Did We Do?

Participants evaluate their team’s effectiveness in completing their project.

1. Prepare participants to assess the effectiveness of their team. Post Flip chart 6: What Have You Learned? and say:

“I would like you to have a chance to think about how well your team worked together while preparing your presentation project. Look at the Flip chart ‘What Have You Learned?’ Please take about 10 minutes to talk about these questions with the members of your group, then be prepared to share some of the important points of your discussion with the whole group.”

2. Take the questions from Flip chart 6 one at a time and give each team a chance to provide a brief response before moving on to the next question.

Note: “How Did We Do?” serves as a partial assessment of Learning Objective 1 and an assessment of Learning Objective 2.

B. Summary

Conclude by saying:

“You’ve had a chance to use the Project Cycle to complete a real project. You used Identifying to decide what presentation to make for our next session and you figured out how to prepare for your team’s presentation in the Planning step. You used Doing and Reviewing actions to continue work on your presentation. And we celebrated your accomplishments so far.”

“You also had a chance to talk about how well your group worked together as a team. I’m sure that those good qualities of teamwork will make your presentation next time a success!”



References:

Note: If your youth group members wish to explore the topics of the Project Cycle and project planning more deeply, or if they need to develop skills even further, please refer to these resources, which will offer training designs and useful tools for facilitators and their youth groups.

The New Project Design and Management Workshop Training Manual [ICE No. T0107]

Volunteerism Action Guide: Multiplying the Power of Service [ICE No. CD062]

Facilitator Notes for Future Improvement

Date & Facilitator Name: [What went well? What would you do differently? Did you need more/less time for certain activities?]



Flip Charts 1-4

Flip chart 1: Unit 1

Personal Development

Identity and Self-Esteem

Positive Values

Coping with Stress and Emotions

Flip chart 2: Unit 2

Interpersonal Development

Communication

Creative Thinking

Decision Making

Problem Solving

Flip chart 3: Unit 3

Goal Setting

Goal Setting

Action Planning

Time Management

Flip chart 4: Unit 4

Teamwork and Leadership

Leadership Skills

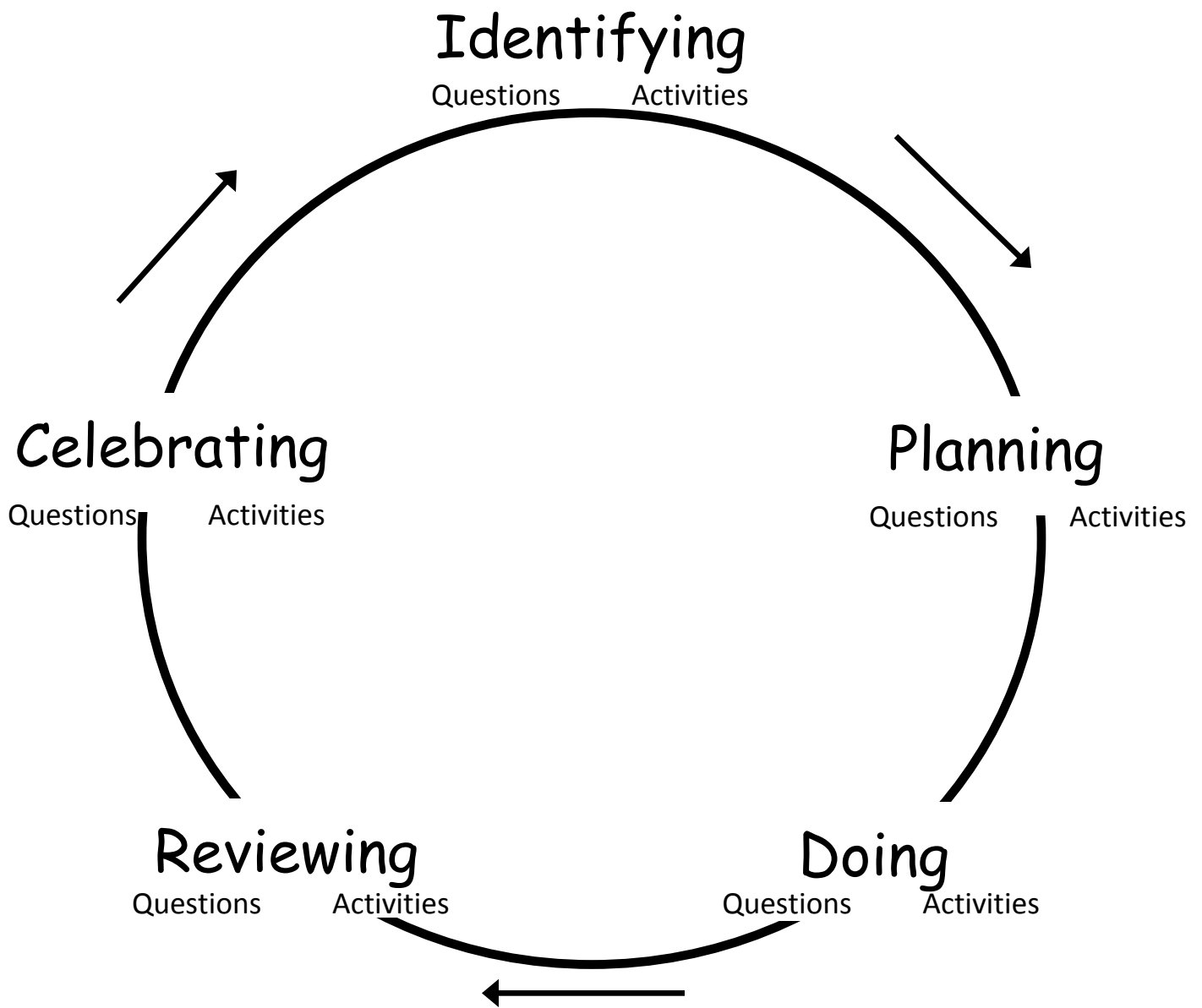
Group Participant Skills

The Project Cycle



Flip Chart 5: The Project Cycle

The Project Cycle



Flip Chart 6: What Have You Learned?

- What leadership and teamwork skills were demonstrated by your team?
- Give an example of how your team solved problems or made decisions.
- What is one reason you are pleased with the plan to complete your team's task?



Handout 1: Project Cycle Actions

Print one copy of this page for each participant. Cut into five pieces before distributing to individuals.

Make a list of the group's ideas and
decide which issue to work on.

Make a list of the steps for doing the project and
find the resources you need.

Follow the list of steps for doing the project.

Compare the actual results with
the results you expected.

Thank everyone who helped.



Handout 2: Project Description

Your Project

1. Choose a topic from your Unit of the training program that you think is important and that you would like to encourage other members of the whole group to remember and use.
2. Review the topic to remind yourself and your team members what was important about this topic.
3. Decide what you want to share with everyone and decide how you want to present it.
4. Your final presentation at our next session should be no more than 10 minutes long.
5. Your presentation should include:
 - A summary of the topic
 - An explanation of why it is important
 - Advice for how or when it should be used in the future
6. Be sure to use the skills and knowledge of everyone in your group so each person is included in both the preparation and the presentation.

7. Follow the steps of the Project Cycle:

Identifying

- What is most important about our topic?
- Why do we think it is important?
- What about the topic do we want to share with our friends in our presentation?

Planning

- What is an interesting way to share our topic in a presentation?
- Who will do what in the presentation?
- What needs to be done to get ready?

Doing

- Who is going to do what?

Reviewing

- How well is it going?
- What else has to happen for us to be ready for the next session?

Celebrating

- Are we happy with our presentation?
- Did the other groups like our presentation?



Handout 3: Planning Steps

Print three copies of this handout for each group and cut them apart.

Action Step Number	Action Step	Who will do it?	Who or what can help?	By when?

Action Step Number	Action Step	Who will do it?	Who or what can help?	By when?

Action Step Number	Action Step	Who will do it?	Who or what can help?	By when?

Action Step Number	Action Step	Who will do it?	Who or what can help?	By when?

Action Step Number	Action Step	Who will do it?	Who or what can help?	By when?



Trainer Material 1: Project Cycle Actions (Answers)

This is the answer key for the Project Cycle Actions of Handout 1.

Identifying:

Make a list of the group's ideas and decide which issue to work on.

Planning:

Make a list of the steps for doing the project and find the resources you need.

Doing:

Follow the list of steps for doing the project.

Reviewing:

Compare the actual results with the results you expected.

Celebrating:

Thank everyone who helped.



Trainer Material 2: Summary of Training Units

Use this list to guide your preparation for this session. Look through the summary of each Unit below and be prepared to provide handouts or the flip charts from these topics to participants if they need them as a reminder.

Unit 1

- Identity and Self-Esteem – internal and external assets, building confidence
- Positive Values – personal and cultural values, personal vision
- Coping with Stress and Emotions – stages of adolescent development, stress management techniques, turning a negative situation into a positive one

Unit 2

- Communication – listening skills, giving and receiving feedback, ways to say “No”
- Creative thinking – expanding an idea, combining ideas, considering multiple perspectives, ask “What if ...,” turn an idea upside down
- Decision Making – PAUSE for better decisions; Head, Heart, Hands, Hope
- Problem Solving – levels of agreement, using “Yes and ...”

Unit 3

- Goal Setting – long-term and short-term goal setting, SMART goals
- Action Planning – thinking about the future as if it has already happened, road map for the future
- Time Management – need to, have to, want to

Unit 4

- Leadership Skills – leadership qualities, more direct and less direct leadership
- Group Participant Skills – leadership actions
- The Project Cycle – Identifying, Planning, Doing, Reviewing, Celebrating



Unit 4, Session 6: Celebration and Reflection

Training Manual:	Life Skills and Leadership: Unit 4, Session 6
Rationale:	Celebrating and reflecting upon skills that have been learned build developmental assets of empowerment, commitment to learning, and positive identity. Youth who can describe the skills they have learned and the new abilities they have gained are more likely to engage in positive, constructive behaviors and avoid negative, destructive behaviors.
Target Audience:	In-school and out-of-school youth who have completed at least primary education.
Facilitator Expertise:	Peace Corps Volunteers and local counterparts who have been trained in how to use and adapt the <i>Life Skills and Leadership Manual</i> .
Time:	90 to 120 minutes (Depending on number of presentations)
Pre-requisites:	Unit 4, Session 5
Version:	Feb-2013



Session 6: Celebration and Reflection

Date:

Time: 90 to 120 minutes
(Depending on number of presentations)

Facilitator(s):

Facilitator preparation:

1. Prepare Flip chart 1 and Handout 1.
2. Adapt and copy Handout 2: Certificate of Participation for each participant. Fill in with participants' names and sign them as the facilitator. Consider ways to enhance their appearance.
3. Identify some things that you have learned from the group of participants over the Life Skills and Leadership training course. Be prepared to share them with the group in concluding remarks in Section V: B (Summary).

Note: If at all possible, try to include food to help you celebrate. Being able to serve fruit or a snack during the Assessment phase while people are sharing thoughts of what they have learned would be a way to honor their accomplishments. Depending on your situation, consider asking participants to each bring a food item if they can.

Materials:

- **Equipment**
 1. Pens or pencils, markers, or crayons
 2. Flip chart paper
- **Prepared flip charts**

Flip chart 1: Being a Team Member
- **Handouts**

Handout 1: We Appreciate ...
Handout 2: Certificate of Participation
- **Trainer materials**

(None)

Learning Objective:

1. After several short presentations, participants will reflect on the life skills training and their team project, and identify at least three life skills that they have improved and are likely to use in the future.



Instructional Sequence

I. Motivation (20 minutes)

Materials:

- Pens, markers, or crayons
- Handout 1: We Appreciate ...

A. We Appreciate You!

Participants highlight the contributions their peers have made to the training program.

1. Divide participants into groups of four or five and distribute a copy of Handout 1: We Appreciate ... and pens, markers, or crayons to each person. Say:

“We’ve completed a long series of training sessions that have lasted several weeks. During that time, you’ve learned a lot from me but you’ve also learned a lot from each other. When you were working in groups and teams, you were learning things from your friends that I could not have taught you.”

“I would like to give you a chance to think about how your friends and peers here have helped you to learn and grow. Please begin by writing your own name in the box at the top of your appreciation paper.”

2. Collect the handouts from one group and give them to another. Say:

“Please distribute the appreciation papers among the members of your group. Then think about the person whose paper you have. What is something you appreciate about her or his contribution or participation in our classes? It could be something s/he said that made you think. It could be her/his sense of humor or ability to come up with new ideas. It could be a leadership quality or communication skill. Think of something positive and genuine that you can say about that person and write a short sentence or a few words of thanks. You can sign your name or leave it anonymous.”

“When you have finished, trade papers with someone in your small group and write another appreciation. Continue until you’ve had a chance to write something on each paper your group has.”

3. Coach participants that their appreciations should be genuine. It’s OK if they cannot think of something to say for every other person. However, as the facilitator, you should be sure to write an appreciation for each person, thus making sure everyone receives some positive feedback. Watch the progress of the groups to see when they are finished writing on all their papers then redistribute the papers to a different group to repeat the process.

Note: This process can be repeated as many times as needed so everyone has a chance to sign all appreciation papers. However, if you have more than four groups, this may be too time consuming. If each person receives eight to 12 comments, that will be sufficient. With a small number of participants (only two groups) you can return papers to their original group so those members can write appreciations for each other.



4. Collect the appreciation papers and wait to return them to their owners during the Application activity of this session.

B. Summary

Summarize by saying:

“Each of you can probably identify things you have learned, as well as ways you have grown and changed during this training program. The perspective of other people can give us new ideas about ourselves and point out qualities we didn’t realize we had. I will hold onto your appreciation page until the end of this session when you’ll have a chance to look at it and think about it.”

II. Information (60 – 90 minutes)

Materials:

Flip chart 1: Being a Team Member

A. Project Presentations

Participants share the presentations that they prepared in Session 5.

Note: The length of time for this Information phase will vary depending upon the number of groups presenting. With more than four groups, as noted in facilitator notes in Session 5, you can ask them to make a shorter presentation (7-8 minutes), just be sure to tell them this during the previous session while they are planning.

1. Ask participants to give their group presentation projects. Say:

“Last time we met, you worked in a small group to prepare a 10-minute presentation about one of the topics we have studied in this series of training classes. Now it’s time for each group to share its topic and tell us why it is important and share any advice about using it in the future.”

2. Allow 10 minutes for each group’s presentation. Follow each presentation with a hearty round of applause. Then take three to five minutes to ask the following questions so each group can quickly reflect on its presentation and receive some immediate feedback.
 - a. Ask the group that presented:
 - *“What did you like most about your presentation?”*
 - *“Why do you think this topic is important for youth and young adults to know?”*
 - b. Ask the whole group
 - *“What did you like about this presentation?”*
 - *“What was something that the presentation helped you remember?”*
 - *“Why do you think this topic is important for youth and young adults to know?”*
3. Repeat Step 2 until all presentations have been made.
4. Remind participants that they undertook this project as a way to practice all the steps of the project cycle. Say:



Remember that you began this presentation project in our last session, not only to review the life skills that we have learned, but also to practice the steps of the project cycle. Can everyone repeat the steps along with me? Identifying, planning, doing, reviewing, and celebrating.

Note: The activity “Project Presentations” is a partial assessment of Learning Objective 1.

B. Summary

Summarize by saying:

“This was not only a series of highly effective presentations, but also a great review of all we have learned together. I hope you all feel proud and excited about your work on this team presentation project because you not only worked together successfully, but also provided an important review to the rest of the group.”

III. Practice (10 minutes)

Materials:

- Pens or pencils
- Flip chart 1: Being a Team Member

A. My Team Membership

Participants practice using interpersonal skills to assess the effectiveness of their teamwork on the presentation project.

1. Ask participants to choose a partner whom they feel comfortable talking with. Say:

“It’s important for you to evaluate your own performance as a member of your team so I would like you to think about how you have grown and changed in your ability to work effectively in a group. Think for a moment about what it was like for you to be in a group before you started this training program. Also think about the things you do now, after you have learned a few things and have had more practice being a team member.”

2. Let people think in silence for a minute. Then refer to Flip chart 1: Being a Team Member and say:

“Please talk to your partner for several minutes about your experience as a team member who has learned to do new things. Use the statement on the flip chart to get started.”

3. After about three minutes, tell participants to let their partner talk for the next three minutes if that person has not already begun sharing.
4. After the three minutes have expired, invite anyone who wishes to share an example of how she or he has changed and grown as a team member.

Note: This activity is a partial assessment of Learning Objective 1.



B. Summary

Conclude by saying:

“It is really exciting to hear how you have changed and grown as individual team members. I can see that you are all going to be more effective, whether you are the leader of a team or a group member!”

IV. Application (10 minutes)

Materials:

- Blank flip chart paper
- Markers or crayons

A. Our Next Step

Participants share ideas about what they would like to do as a group at the completion of the Life Skills and Leadership sessions.

1. Invite everyone to sit in a circle to make dialogue easier and begin a discussion with all group members about their future involvement with you and with each other. Say:

“This is the last session that we have formally planned for this series of trainings on Life Skills and Leadership. I am wondering whether you have ideas about what you would like to do or see happen in the weeks and months ahead. Maybe, you have thought of a project you would like to do together, or perhaps there is something else you would like to learn. Perhaps you might like to teach life skills you have learned to other youth in our community. I would like to hear your ideas.”

2. While participants share ideas, write them on the blank flip chart. If you are able and have the resources to teach another class on a different topic, share that information when appropriate. Try to elicit ideas from the participants first. Encourage them to use some of the creative thinking strategies taught earlier to expand upon the ideas that they bring up.
3. If the group gets to the point that a decision about what to do can be made, use the Levels of Agreement strategy to gauge support in the group. Be realistic about what your commitments are and how much you can help given the specific situation of your post.

B. Summary

Conclude the activity by saying:

“Thank you so much for sharing your ideas! There are some great thoughts here and I look forward to taking the next step with you.”



V. Assessment (10 minutes)

Materials:

Handout 1: We Appreciate ...

Handout 2: Certificate of Participation

A. How I've Changed

Participants reflect upon their next steps as individuals after the Youth Life Skills and Leadership training concludes.

3. Give participants their appreciation pages from the Motivation activity. Say:

“Besides your wonderful presentations today, you’ve also had a chance to reflect upon your own growth as a group member. Now I would like you to think about how you have changed personally since our first session.

“Here is your appreciation paper from our opening activity. It has thoughts and observations from your peers, friends, and teammates during this series of classes. Please take a moment to look it over.”

4. After a few moments say:

- a. *“Please look at your paper and draw a ring around something that makes you feel happy or proud. (Pause a moment.)*

- b. *“Then draw a star next to something someone wrote that surprises you. (Pause a moment.)*

- c. *“Next, write down three or four skills you learned or improved upon during any of our sessions and that you are likely to use in the future.” (Pause a moment.)*

5. When participants have finished, ask them to turn to a partner and share the two items they marked and explain why. They can also talk about the skills they learned which they hope to use in the future.
6. After about 5-7 minutes, invite people to share something from their appreciation papers if they wish. You can also invite participants to share thoughts, comments, or words of appreciation about the whole training course.

Note: Steps 2 and 3 of “How I’ve Changed” serve as a partial assessment of Learning Objective 1



B. Summary

Conclude by saying:

Note: Here it would be nice to share some things you have learned from the group.

“It has been a pleasure working and learning with you since the beginning of this training program. I have learned from you, as well. I hope you learned many useful ways of communicating, solving problems, and working in teams that will be helpful for you as you continue your entry into the adult world. And I hope that you will continue to learn about yourself long after this program has ended!”

Thank and congratulate each person as you distribute the certificates (Handout 2).

References:

(None)

Facilitator Notes for Future Improvement

Date & Facilitator Name: [What went well? What would you do differently? Did you need more/less time for certain activities?]



Flip Chart 1: Being a Team Member

Before this training program, when I was in a group or team I used to ...

Now I am more likely to ...

This is probably because ...



Handout 1: We Appreciate ...

We Appreciate

Because ...



Handout 2: Certificate of Participation

Certificate of Participation

This is to certify that

(Name)

Was a participant in the
*Life Skills and Leadership Training Program of the
Peace Corps*

This _____ day of _____

Trainer/Facilitator

